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ABSTRACT

Intended for local education agency personnel, the trainer's manual provides information on a tested, workable training process and materials to be used in the training of placement committees for decision-making in the development of individualized education programs (IEPs) under Public Law 94-142 (Education for All Handicapped Children Act). Covered in the first section are instructions for planning, conducting, and evaluating the workshop. The bulk of the document consists of appended materials which include the following: a list of materials and media available from the National Association of State Directors of Special Education, instructions for decision-making exercises, large type copies of IEP provisions in P.L. 94-142 to be used for transparency displays, a suggested simulation in the writing of long-term goals and short-term objectives, IEP simulation activities, and sample evaluation forms. (SBH)

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GUIDE FOR TRAINERS

A Resource for Workshops on Developing Individual Education Programs

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PREFACE

This is a trainer's manual. Its objective is to provide state and local education agency personnel with a tested, workable training process and materials to be used in the training of placement committees for decision making in the development of individualized education programs under P.L. 94-142.

The workshop process and materials presented in this guide have been field tested in 10 states through a dozen workshops conducted since May, 1976, in which more than 700 persons have been trained as trainers of local school district placement committees. As a result of the subsequent training activities of those individuals, several thousand more persons have been trained through modifications of the same process as contained on the following pages.

NASDSE is indebted to the many individuals who have been instrumental in the development of the simulation training model and process explained here, especially to Dr. Judith Wolf, University of Minnesota; Dr. Boris Bogatz, Coordinating Office of Regional Resource Centers, Lexington, Kentucky; Carol Kruse, Kentucky Department of Education; Vance Engleman, Southwest Regional Resource Center, Salt Lake City, Utah; and David Shearer, Portage, Wisconsin. NASDSE offers special thanks to Dr. Barbara Aiello, Reston, Virginia, for developing the simulation case study materials provided in the Appendix and for the careful editing of the manuscript.

NASDSE, INC.

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Executive Director
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INTRODUCTION

In accordance with P.L. 94-142, all handicapped children who require special education services must have an Individual Education Program (IEP). The local education agency (LEA) is responsible, through placement committees, for the development and implementation of individual education programs which carry out the intent of federal and state mandates. Both state education agency (SEA) personnel and local education agency (LEA) personnel will be responsible for the training of placement committees.

NASDSE Workshop

The National Association of State Directors of Special Education (NASDSE) has designed a workshop for the training of trainers of placement committees. The workshop offers materials, media, methods and activities through which identified LEA and SEA personnel can be prepared to function as trainers of local placement committees.

This Guide for Trainers explains the NASDSE workshop process and is intended to be used as a resource by those individuals responsible for planning, conducting and evaluating IEP workshops. The suggested activities discussed in this guide have been used by the NASDSE staff in a number of states and local school districts.

This guide is divided into two sections:

- Planning, Conducting, and Evaluating the Workshop --in the main body;
- Suggested Media, Materials and Activities--in the Appendix.

The material is arranged so that it can be copied easily for distribution to participants in workshops.

PLANNING THE WORKSHOP

A successful workshop is the result of good planning. The obvious starting point is to ask the question, "What are the goals and objectives of the workshop?" In the case of this particular workshop, part of that answer will come from the expressed needs of the participants. Other objectives will come from federal and state mandates.

Who Should Attend?

In a number of ways, P.L. 94-142 breaks down many of the barriers that have previously existed between special and regular educators. This is particularly true in the development of the Individual Education Program and should be kept in mind in selecting workshop participants. Representation from both regular and special education can greatly enhance the workshop.

Goals and Objectives of the Workshop

The primary goal of this workshop is to train participants in the IEP process so that they may serve as trainers for local placement committees. To meet this goal, six specific objectives have been established for participants:

- understand provisions of P.L. 94-142, particularly as it relates to placement committees and the development of IEPs,
- have the simulated experience of serving on a placement committee and developing a quality IEP,
- become acquainted with a training model to be used in LEAs,
- become familiar with the Resource Manual and its uses as a training resource and as reference for local placement committees,
- be exposed to various media, materials and activities that may be used in local workshops,
- gain an understanding of some of the problems that will arise when conducting an IEP workshop.

Other objectives will come from federal and state mandates and the needs of the participants. *The importance of preworkshop communications with workshop participants cannot be overemphasized.*

Advance Information about Participants

It is necessary to gather as much information as possible about the participants before the workshop. For instance, in developing the workshop it will be helpful to know:

- What do participants know about P.L. 94-142 and state and local statutes as they relate to placement committees?
- Do participants understand what an IEP is?
- Are all participants special education personnel or is there a mixture of special education and regular education personnel?
- How do the participants feel about "having to attend another workshop?"
- What are the personal goals or expectations of persons who will attend the workshop?

Other Considerations

- How many participants will attend?
- Are the facilities adequate?
- Must provisions be made for meals or can participants eat on their own?
- What materials are needed?
    - audio-visual aids and equipment
    - chart paper
    - paper and pencils for participants
- Are consultants needed for specific sections of the program?
- Do the participants know each other? (Would a social hour the night before the workshop begins help?)

This particular workshop calls for groups composed of six persons. It is extremely important that adequate space be available to insure good working conditions for small group activities.

The Agenda

Once the objectives have been determined and the type of facilities and resources needed to meet those objectives have been established, it is possible to make an agenda. The length of the workshop and the time frames within the workshop depend on the established objectives.

It is important that each participant have a copy of the objectives and an agenda. This should be done prior to the workshop, if possible. A starting and ending time should be stated and followed as closely as possible. A workshop that just eases into existence conveys a lack of seriousness. Participants gear themselves to an announced ending time. If the workshop runs over that time, participants become edgy and little can be accomplished.

The following is a sample format used by NASDSE staff and consultants for a two-day workshop. This agenda is based upon the goals and objectives mentioned previously. Each unit described in detail on the pages after the agenda is keyed to a specific objective stated in the agenda.

SAMPLE TWO-DAY WORKSHOP AGENDA

SESSION I

Objectives	*Activity*	*Approximate Time*
Open the workshop	Introduce workshop leaders	5 min.
Understand workshop objectives	Presentation	10 min.
Understand the interpretation of specific provisions of P.L. 94-142 pertaining to IEP	Media presentation and discussion	45 min.
Understand the elements of the IEP	Media presentation and discussion	45 min.
Understand the uses of the Resource Manual	Presentation and discussion	30 min.
Develop skills in writing statements of educational performance, long-term goals and short-term objectives	Individual writing of statements of performance, goals, and objectives from supplied data	30-90 min.
Understand the simulation procedure and process	Presentation and discussion	15 min.
Understand the process of developing an IEP	. Divide into groups . Pass out data . Determine roles . Read data . Organize committee . Write IEP	2-3 hours
Progress check in the achievement of Session I objectives	Evaluation	15 min.

SESSION II

Objectives	*Activity*	*Approximate Time*
Understand objectives for the day	Presentation and discussion	45 min.
Critique IEPs and the IEP process	Discussion	45 min.
Develop an appropriate IEP	. Divide into groups . Pass out data . Determine roles . Read data . Organize data . Write IEP	90 min.
Critique IEPs and discuss implications for school systems	Discussion	45 min.
Identify implications for trainers in planning, conducting and evaluating workshops	Discussion	1 hour
Identify and address unanswered questions	Discussion	30 min.
Complete final evaluation	Evaluation	15 min.

CONDUCTING THE WORKSHOP

SESSION I

Understand Workshop Objectives

The workshop should begin with an introduction of the workshop leaders and an explanation of workshop goals and objectives. Participants need a clear understanding about the expected results of the training. Following is an explanation of workshop activities.

Understand Specific Provisions of P.L. 94-142 Pertaining to IEP

(See Appendix A-1, "Slide Presentation - P.L. 94-142")

The presentation of P.L. 94-142 is made using NASDSE slides that cover the law section by section. The length and thoroughness of this presentation will depend on the needs of the group. Special emphasis should be placed on those sections dealing with the Placement Committee and the IEP. Because of the specificity of the law in regard to the educational program of a handicapped child, it is necessary to be sure the participants have an adequate understanding of those IEP elements mandated by the law.

A question and answer period follows the presentation. *It is of utmost importance that the person responding to the question have a complete working knowledge of the law.* If not, participants tend to become confused. Sometimes federal laws are frustrating because of the language and the wording. This fear is best alleviated by a concise, clear presentation followed by a question and answer session.

Understand the Elements of the IEP

The elements of the IEP, as required by federal law, should be discussed with the participants. Participants will have to address each of these elements when they are asked to function as a member of a placement team.

A NASDSE slide tape may be used to give an overview of what is contained in an IEP and how the placement committee is expected to operate. (See Appendix A-1, "IEP Man")

Understand the Uses of the Resource Manual

If the NASDSE manual, Functions of the Placement Committee in Special Education, is to be used as a resource by the groups, it is helpful to explain the organization of the manual. It is not necessary for everyone in the group to read the entire manual. The manual is designed to be a quick reference, but it goes into detail on all the functions of the placement committee when detailed information is necessary.

The manual is designed to be used as a resource during training and as a reference for participants after the training is concluded. It is not suggested that this manual represents the only way a committee can or should function. It is a resource. Great care has gone into the preparation of this manual to assure that, if followed, the IEP produced by the committee will be in full compliance with the mandates of P.L. 94-142.

The manual is divided into four main sections:

- Introduction, with an overview of P.L. 94-142 as it relates to the placement committee and an introduction to the functions of a placement committee;
- Sections covering each committee activity in detail and a checklist designed to guide the committee through each function. These sections may be used by groups when they have specific questions concerning a committee function;
- Checklists for committee activities, to be used as a guide by the committee in the process of developing an IEP;
- Appendix with additional resources such as sample forms, due process procedure, and suggestions for preparing Individual Implementation Plans.

The basic functions of the placement committee are viewed as:

1. composing and operating the committee,
2. obtaining information necessary to make decisions,
3. developing the Individual Education Program,
4. implementing the IEP.

This particular workshop and the accompanying simulation activities focus primarily on #3. Participants will become aware of the implications of the other functions (and recognize training needs in these areas) as they develop the IEP.

Workshop groups should be instructed to use the resource manual as specific needs arise. Trainers should encourage participants to seek out answers in the manual before seeking help from the trainers.

The recommended starting place for group use is page 43 in the manual, "Checklists for Committee Activities." Utilizing the checklist, the group can analyze its position in relation to a completed IEP. The checklist refers to preceding pages in the manual if the group needs additional information.

Develop Skills in Writing Statements of Educational Performance, Long-Term Goals, Short-Term Objectives
(See Appendix B)

One task of the committee is to translate the data accumulated on a child into a meaningful statement of educational performance. This is not an easy task. The temptation is to simply restate the psychological data in terms of test scores. While this is certainly of some help, other input is necessary in order to make an accurate statement of performance.

It is helpful if the committee thinks of this statement in terms of the strengths and weaknesses of the child. Data that is useful in order to do this may come from informal observations by current and previous teachers, the parent, the guidance counselor, and other sources that are sometimes ignored (including the child himself). It should be remembered that such statements should be written clearly, rather than in educational jargon.

Long-Term Goals

Long-term goals are to be stated in annual terms and evaluated at least once a year. They are statements made by the committee that say, given the strengths and weaknesses of this child, certain outcomes can be expected. If the committee has made a good statement of current performance, then the development of long-term goals will not be difficult.

Short-Term Objectives

Short-term objectives are the sequential steps that must be taken in order to reach the long-term goals. The objectives will determine the special education and related services a child will receive and his eventual placement.

Understand the Simulation Procedure and Process
(See Appendix C, D, E)

Simulated activities are used to involve workshop participants in the IEP development process. There are several reasons for using this approach. First, the functions of the placement committee, particularly the writing of an IEP, are best understood through exercises that result in a completed IEP. Secondly, it is important for potential trainers to gain an understanding of the problems that may arise in the training of placement committees. Finally simulation assures that participants are actively involved in workshop activities rather than passive observers.

By the time the participants are organized into placement teams, each should have all the necessary information and material to function as a member of a placement committee. The objective of the simulation is for each simulated placement committee to develop an IEP, using the child data provided in the simulation.

Each member of the placement team is asked to assume a role. A role description and child data are supplied for each role. One simulation, for example, calls for the following roles: (See Appendix C, "Joe Slick")

1. Chairperson (principal)
2. Regular classroom teacher
3. Resource room teacher
4. Reading teacher
5. Psychologist
6. Parent

It is suggested that participants assume a role that they do not fulfill in their normal workday. Workshop trainers should devise a method which assures this to allow the participants a chance to view the IEP from a different perspective. This also facilitates role playing since participants cannot rely on traditional operating procedures.

One of the primary reasons for using role playing in this training is to insure that participants have the opportunity to engage in educational planning for a child using new techniques and procedures as outlined in the Resource Manual. In a sense, the trainer is asking the group to forget about the traditional practices for placing a student in special education.

Getting into a Role

Participants should have the opportunity to review their packets of information. Trainers should take great care to make this a "quiet time." It is essential that each participant have a good understanding of the material in his packet. Like any learning experience, participants will get out of this experience what they put into it. The greater the participant's understanding of the materials, the better he can assume his role.

Committee Decisions

The simulated committees are required to make some preliminary decisions before the development of the IEP can begin. It is extremely important that the decision-making style of the committee be determined. If it is not, the committee may not be able to develop a final plan.

It is the responsibility of those conducting the training to determine the effectiveness of the groups. If, for example, it becomes obvious that poor group process is hindering the placement committees, the trainers must be prepared to deal with that problem. It may be necessary to include group process exercises as a part of the training. (See Appendix A-2, "Exercises in Group Process")

Understand the Process of Developing an IEP

It is important that participants be allowed to experience the IEP process. While many of the participants will know all the elements of the IEP required by law, many of them will be unclear as to the process necessary to arrive at the final product.

Many questions concerning the IEP will become clear after the first simulation. This simulation, then, serves as a springboard for the remainder of the training.

It is the responsibility of the workshop staff to monitor the placement committees. The staff must circulate among the various placement groups to serve as a resource and attempt to anticipate the "rough spots." The simulation will take about three hours. It is the responsibility of the trainers to keep the groups on task and moving.

During the simulation process, the workshop staff must take note of incidents that create problems for the placement committee. These will be reflected in the feedback sessions.

Even though groups will experience some difficulty in developing the IEP, it is essential that participants have an overall positive experience. This doesn't just happen--it is the responsibility of the workshop staff to insure that it does. All groups should complete the entire IEP.

Progress Check in Achievement of Session I Objectives

The trainers should provide feedback to the groups about the simulation and the IEPs that have been developed. Trainers may wish to show the participants some "model" IEPs that have been developed. Trainers should also share their observations with the groups.

At this point, participants should have the opportunity to voice their concerns. Trainers should pay particular attention to these concerns in order to determine how they might be addressed later in the workshop.

This session is important. The participants have worked very hard during the day. They are anxious to receive feedback about their work as well as to express their own concerns.

Each activity is concluded with an evaluation. The evaluation is used not only to determine if the objectives of that activity have been achieved but also to point out to the workshop staff areas that may need further explanation or clarification. Issues that are raised in the evaluation of Day I may be addressed in the next day's session. (See Appendix F, "Evaluation Forms")

SESSION II

At this point the workshop participants have become familiar with P.L. 94-142 and the IEP process. They have functioned as a member of a placement committee and written an IEP. The remainder of the workshop will address specific components of the IEP and the planning and conducting of IEP workshops.

Understand Objectives for the Session

This session should begin with a discussion of the evaluation of the preceding day. The objectives for the day should be made clear to the participants.

The activities to accomplish the objectives of this session are:

- discussions concerning the use of data in the development of an IEP,
- completion of a second IEP emphasizing quality statements of level of educational performance, goals and objectives,
- discussion of the IEP process as it relates to other inservice needs within local education agencies,
- evaluation by participants of their ability to serve as trainers of placement teams.

Develop and Critique IEPs

Second Simulation

(See Appendix D, "Lissa Carlo")

The intent of the first simulation was to allow participants the experience of participating in the IEP process. The second simulation should address the efficiency of the committee process and the quality of the IEP to be developed.

The format for this NASDSE simulation is the same as the simulation used in the first session. The data is based on a different child, and the roles are changed. Less time is allowed for this simulation than for the first.

Following the simulation, a thorough critique should be made of the IEPs developed, with suggestions coming from the group as to how the IEPs can be improved. The length of this discussion will depend on the quality of the IEPs submitted. It is the responsibility of the trainers to determine the appropriateness of each IEP.

Identify Implications for Trainers

Tips for Trainers

Because participants being trained in this workshop will serve as trainers of local placement committees, it is important that time be set aside to discuss with them training techniques that may prove helpful. The participants will have specific questions about the planning, conducting, and evaluation of workshops they will be expected to present.

Hopefully, this workshop experience will serve as a model. But they will have specific questions about the populations they are to train. The experience of the workshop staff should be a valuable resource in helping them plan future workshops.

It is the intention of NASDSE workshops to leave the participants with all the materials that have been used to conduct the workshop, including the Resource Manual, Functions of the Placement Committee in Special Education, and this Trainer's Guide. Followup assistance will also be supplied by NASDSE staff as the need arises.

EVALUATION OF THE WORKSHOP

Complete Final Evaluation

The NASDSE workshop is evaluated periodically to determine if the objectives are being met. This evaluation allows the trainers the flexibility to modify the content of the workshop to meet the needs of the participants. In order for each evaluation to be used effectively, it must be related directly to the expressed goals of the workshop. This is accomplished by using a process/content evaluation form. (See Appendix F, "Sample Evaluation Forms")

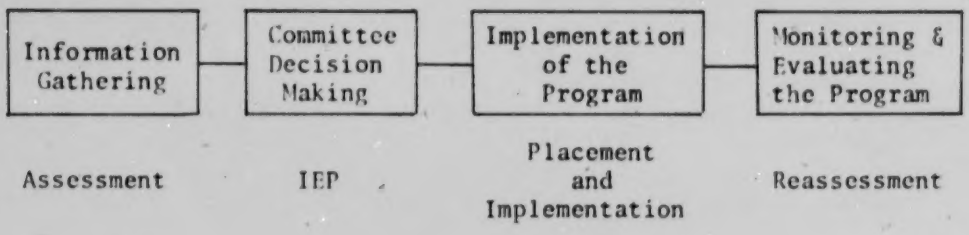
Evaluations can be of great value to trainers. Unless their work and the content of the workshop are evaluated continually, neither the trainers nor the workshop can improve. Because the evaluations are important, time should be set aside to allow participants tc fill out the evaluation thoughtfully.

Particular attention should be paid to the final evaluation. It should tell the workshop organizers and trainers if the participants have the necessary skills to conduct workshops for

local placement committees. The evaluation must be specific enough to determine the information and materials participants believe they need in order to function as trainers. It is the responsibility of the workshop staff to follow up on such a request after the workshop is complete.

A Final Word...

The Individual Education Program is clearly at the heart of the intent of P.L. 94-142. It is the method through which *free appropriate public education* is assured to each handicapped child. But the IEP cannot be viewed in isolation. It is one part of a process that must be addressed by local education agencies. Graphically that process may be expressed as:



No step in this process can be effective without the prior step. The quality of the program developed depends upon the assessment data. In turn, the quality of instruction that a child receives will be influenced by the adequacy of the plan developed. The monitoring of this entire process is the responsibility of the committee. It is the committee that must modify and amend the program to meet the specific needs of the child. All of these steps in the process demonstrate the need for additional inservice needs within local school districts.

The training of placement committees to develop IEPs will not, in itself, insure a district's compliance with the intent of the law. This must be pointed out by the trainers in an IEP workshop as part of a discussion of the implications for further training needs within a school district.

P.L. 94-142 provides schools with a new standard for delivering services to handicapped students. This standard must be accompanied by a change in operating procedures in order to be fully realized.

One of the primary functions of this workshop is to introduce participants to this operational change.

APPENDIX A - RESOURCES

I. The following materials and media are available for the price stated from:

National Association of State Directors of Special Education, Inc.
1201 Sixteenth Street, N.W., Suite 610E
Washington, D.C. 20036

All orders must be accompanied by a check or purchase order.

FUNCTIONS OF THE PLACEMENT COMMITTEE IN SPECIAL EDUCATION: A RESOURCE MANUAL

This resource manual has been developed to be used as a training tool as well as a reference for local placement committees. As a training resource, the manual provides the simulated placement committee with a step-by-step process for developing an IEP. Workshop participants should be trained in the uses of the manual so that they may use it in conducting further workshops.

The objectives of the manual are to:

1. provide a guide for placement committees to follow in fulfilling their responsibilities by
   a. describing the roles, functions, and responsibilities of the committee, and
   b. providing a sequence of activities for performance of committee tasks;
2. provide a guide which may be used to train placement committees;
3. outline procedures which assure that school districts are able to meet the requirements of the law;
4. act as a vehicle for standardized communication between the state and local school districts by providing a standard procedure for meeting the requirements of the law;
5. provide a guide to resources available for implementing committee functions.

This manual is available through NASDSE. The cost is $3.50 per single copy or $3.00 each when ordered in quantities of 10 or more.

ANALYSIS OF P.L. 94-142

This is a section-by-section analysis of P.L. 94-142. It includes implications for state and local education agencies. The intent is to provide personnel with a quick reference to the various provisions of the law.

This analysis is designed to be used in conjunction with the NASDSE slide presentation on P.L. 94-142.

Price: $2.00

A PLANNING GUIDE FOR THE DEVELOPMENT AND IMPLEMENTATION OF FULL SERVICES FOR ALL HANDICAPPED CHILDREN

This planning guide has been developed to help personnel in local education agencies review their existing special education programs and plan for the development of additional services leading to a comprehensive program of full services for all handicapped children. The guide consists of three major components:

1. A full services model program
2. Statements reflecting the responsibilities for special education
3. Forms for assessing current programs and developing new program elements

The planning guide may be used in conjunction with the IEP workshop as a standard for a full services district. It can give participants a better understanding of what is required in terms of a systemwide effort to implement P.L. 94-142.

Price: $2.50, or $2.00 for quantities of 10 or more

SLIDE PRESENTATION - P.L. 94-142

NASDSE has produced a slide presentation that is an explanation of P.L. 94-142. The presentation comes with a script. All the elements of the law are covered by the slides, but the presentation can be monitored to suit a particular audience.

Price: $50.00

THE INTENT OF THE IEP

(Slide/Tape)

This NASDSE slide/tape is designed to give an overview of the IEP. This is a good leadoff for an IEP workshop. Congressman Albert Quie discusses the Congressional intent behind the IEP.

This slide/tape is also useful for parent groups, PTAs and others who need to be made aware of the law and its impact on handicapped children.

Price: $45.00

IEP MAN

(Slide/Tape)

This is a cartoon slide/tape that is meant to be humorous as well as to present the steps a placement committee must take in order to develop an IEP on a child. Each element relates to the completed IEP.

The slide/tape is useful not only for "warming up" the group, but as a means of presenting specific content information.

Price: $45.00

APPENDIX A - RESOURCES

II. Exercises in Group Process

The quality of an IEP produced by any placement committee will depend upon that committee's ability to function as a group. The placement committee, for example, must make a determination of the decision-making style to be used. Also, the committee must see that the points of view of each member are recognized and considered.

IEP trainers must be aware of the fact that poor group relations can severely limit the ability of the committee to function. In the event that this problem becomes obvious during a workshop, the trainers should be prepared to deal with it.

Most trainers have several exercises that they may draw upon to develop better group process skills. Following are two examples of such exercises that may be used when conducting an IEP workshop. Both of the exercises may be found in Handbook of Organization Development in Schools, by Richard A. Schmuck, Phillip J. Runkel, Steven L. Saturen, Ronald T. Martell and C. Brooklyn Derr. Palo Alto: Mayfield Press, 1972. Dr. Runkel's permission to reproduce these sections of the text is greatly appreciated.

Lost on the Moon

(Adapted from Richard A. Schmuck, Phillip J. Runkel, Steven L. Saturen, Ronald T. Martell and C. Brooklyn Derr. Handbook of Organization Development in Schools, Palo Alto: Mayfield Press, 1972, pp. 272-275)

This exercise asks participants to imagine themselves as members of a space crew who have landed on the moon. Due to mechanical difficulties the space craft cannot rendezvous with the mother ship. During the landing much of the equipment aboard the ship has been damaged. The survival of the crew depends upon reaching the mother ship which is 200 miles away. The most critical items available must be chosen for the trip. The task for each group is to rank order the fifteen items according to their importance in helping the crew make the 200-mile trip. The exercise begins with the trainer asking each individual to make his own rank ordering of the fifteen items. Each participant is given a copy of the sheet headed Lost on the Moon.

After the participants have marked their individual sheets, each will be given a sheet of Instructions for Consensus.

Lost on the Moon

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on a lighted surface of the moon. Because of mechanical difficulties, however, your ship has been forced to land at a spot some 200 miles from the rendezvous point. During the rough landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Solar powered portable heating unit
_____ Two .45 caliber pistols
_____ One case dehydrated pet milk
_____ Two 100-lb. tanks of oxygen
_____ Stellar map (of the moon's constellation)
_____ Self-inflating life raft
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First aid kit containing injection needles
_____ Solar powered FM receiver/transmitter

Instructions for Consensus: Group Decision Instructions

(from Hall, Jay. "Decisions, decisions, decisions." Psychology Today, 5(6): 51-54, 86, 88. 1971)

Consensus is a decision process for making full use of available resources and for resolving conflicts creatively. Consensus is difficult to reach, so not every ranking will meet with everyone's complete approval. Complete unanimity is not the goal. Each individual should be able to accept the group rankings on the basis of logic and feasibility. When all group members feel this way, you have reached consensus as defined here, and the judgment may be entered as a group decision. This means, in effect, that a single person can block the group if he thinks it is necessary; at the same time, he should use this option in the best sense of reciprocity. Here are some guidelines for achieving consensus.

1. Avoid arguing for your own rankings. Present your position as logically as possible, but listen to the other members' reactions and consider them carefully before you press your point.

2. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next most acceptable alternative for all parties.

3. Do not change your mind simply to avoid conflict and to reach agreement. When agreement seems to come too quickly and easily be suspicious. Explore the reasons and be sure everyone accepts the solutions for basically similar and complementary reasons. Yield only to positions that have objective and logically sound foundations.

4. Avoid conflict reducing techniques such as majority vote, averages, coin flipping and bargaining. When a dissenting member finally agrees, don't feel that he must be rewarded by having his own way on some later point.

5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreement can help the group's decision because with a wide range of information and opinions, there is a greater chance that a group will hit upon more adequate solutions.

Groups should be allowed about 45 minutes to reach consensus about their rank orderings, and then the results should be tabulated. In each group one person should serve as recorder while each member calls off his own private rank ordering of the fifteen items. The recorder should copy down these rank orderings on a scoring sheet, shown below. After each person's own rank ordering has been written on the sheet, the recorder should sum the rankings for each one of the 15 items and rank order the sums, thus arriving at a ranking of sums. This rank order of sums is the same as an average rank order for the group. This average rank order could represent the rank order that would have resulted had the group spent time voting rather than discussing. The recorder should also write down on the sheet the rank order that the group reached by consensus.

It is convenient if all groups work in one large room in circles. When the recorder in each group has completed his work, the correct answer to this exercise should be announced. The recorder should write this rank ordering on his sheet.

Each group will then compute three scores by summing the discrepancies between the correct rank order and three rank orders that are already written on the recorder's sheet: 1) the rank order obtained through consensus, 2) the average rank order of the group before discussion, and 3) the individual private rank order that came closest to the correct rank order. Each group should then see whether its "best" individual, its averaged product before discussion, or its consensual product is superior.

After the participants have had an opportunity to inspect and discuss the charts informally, each group should discuss the following three sorts of questions, and the high points of such discussions should be shared with the entire group.

1. What were my reactions to the exercise? How did I feel? What was I thinking?

2. How similar were our behaviors here to the way a "typical" placement committee might act? How different? What implications might this exercise have for the training of placement committees?

3. How well did we use the resources of the group? What kept us from using them better? How could the obstacles to better use of resources have been avoided?

NASA's ranking
Consensual ranking
Ranking of sums
Sums of indv. rankings
Individual Rankings

	1	2	3	4	5	6	7	8	9	10				
Box of matches														15
Food concentrate														4
50 feet of nylon rope														6
Parachute silk														8
Solar-powered portable heating unit														13
Two .45 calibre pistols														11
One case dehydrated Pet Milk														12
Two 100 lb. tanks of oxygen														1
Stellar map (of the moon's constellation)														3
Self-inflating life raft														9
Magnetic compass														14
Five gallons of water														2
Signal flares														10
First-aid kit containing injection needles														7
Solar-powered radio FM receiver-transmitter														5

(This exercise, also known as the NASA exercise, was invented by Jay Hall with the aid of experts in the National Aeronautics and Space Administration.)

The Five Square Puzzle

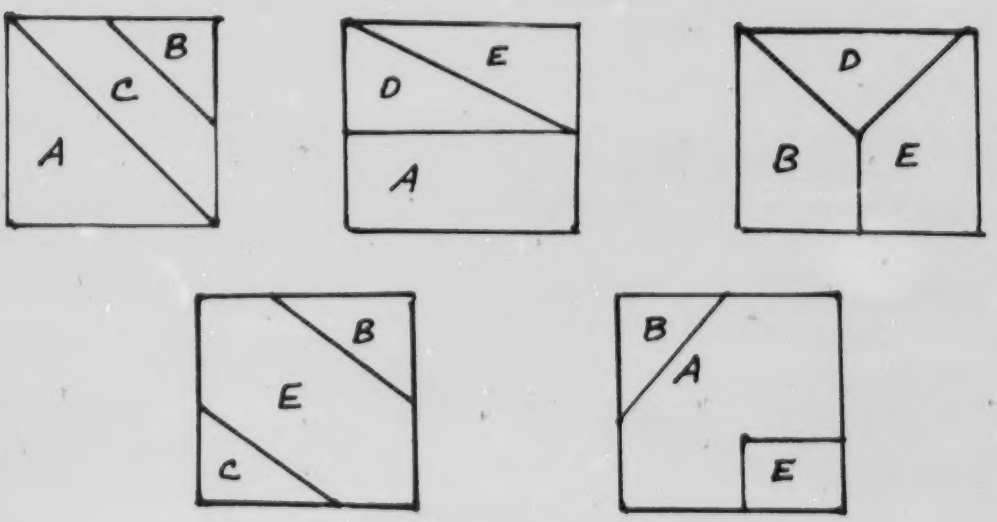
(Taken from Schmuck & Runkel, pp. 74-76. Exercises adapted from Alex Bavilas, "Communication Patterns in Task-Oriented Groups." Journal of the Acoustical Society of America, 22: 725-730, 1950.)

This exercise is used to demonstrate coordination or cooperation in a group task in which there is nonverbal communication. It is administered to participants in groups of five. Observers are instructed to look for ways in which participants communicated nonverbally and also for ways in which cooperation in the groups was helped or hindered.

Participants are placed at tables. When a participant sits at the table with four other members of his group he finds that there are flat pieces of cardboard in front of each person. Most of the pieces are irregularly shaped. One person has in front of him an unordered pile of three pieces marked "A" (see following figure); another has four pieces marked "B," another two pieces marked "C," another two marked "D," and the fifth person has four pieces marked "E."

Participants are instructed that there are exactly enough parts among the five people to make five complete squares. The task is completed when a square is put together in front of each person in the group.

The rules of the exercise are: 1) Each participant must construct one square directly at his workplace. 2) No member may talk, signal, or gesture in any way that would provide direction or suggestions to any other group member. For example, no member may signal that he wants a piece from another member. 3) Any member may give any of his pieces to another member. 4) Each member's pieces must be in front of him at his workplace except the one piece he is giving to another member. Only giving is allowed; no taking.



This exercise proves to be both difficult and frustrating for individuals who are accustomed to managing others. It is equally difficult for people who are used to guiding themselves by relying on signals of expectations from others. The exercise focuses attention on discovering ways in which participants can be helpful. This exercise, among other things, provides useful information about how members of the group act toward one another under the frustration which the exercise produces.

A debriefing should follow the exercise. The discussion should focus upon the relations of staff members operating as a placement committee. Some questions to guide the discussion are: 1) What were some feelings during the exercise? 2) Do you have any similar feelings when you functioned as a member of a placement committee? 3) What implications does this exercise have for local placement committees?

APPENDIX A - RESOURCES

III. IEP Provisions in P.L. 94-142 are presented here in large type so that they can be used directly to make transparencies for display at workshops.

DEFINITIONS

SEC. 602(A)(18)

THE TERM 'FREE APPROPRIATE PUBLIC EDUCATION' MEANS SPECIAL EDUCATION AND RELATED SERVICES WHICH (A) HAVE BEEN PROVIDED AT PUBLIC EXPENSE, UNDER PUBLIC SUPERVISION AND DIRECTION, AND WITHOUT CHARGE, (B) MEET THE STANDARDS OF THE STATE EDUCATIONAL AGENCY, (C) INCLUDE AN APPROPRIATE PRESCHOOL, ELEMENTARY, OR SECONDARY SCHOOL EDUCATION IN THE STATE INVOLVED, AND (D) ARE PROVIDED IN CONFORMITY WITH THE INDIVIDUALIZED EDUCATION PROGRAM REQUIRED.

SEC. 602(A)(19)

THE TERM 'INDIVIDUALIZED EDUCATION PROGRAM' MEANS A WRITTEN STATEMENT FOR EACH HANDICAPPED CHILD DEVELOPED IN ANY MEETING BY A REPRESENTATIVE OF THE LOCAL EDUCATIONAL AGENCY OR AN INTERMEDIATE EDUCATIONAL UNIT WHO SHALL BE QUALIFIED TO PROVIDE, OR SUPERVISE THE PROVISION OF, SPECIALLY DESIGNED INSTRUCTION TO MEET THE UNIQUE NEEDS OF HANDICAPPED CHILDREN, THE TEACHER, THE PARENTS OR GUARDIAN OF SUCH CHILD, AND, WHENEVER APPROPRIATE, SUCH CHILD, WHICH STATEMENT SHALL INCLUDE (A) A STATEMENT OF THE PRESENT LEVELS OF EDUCATIONAL PERFORMANCE OF SUCH CHILD, (B) A STATEMENT OF ANNUAL GOALS, INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES, (C) A STATEMENT OF THE SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED TO SUCH CHILD, AND THE EXTENT TO WHICH SUCH CHILD WILL BE ABLE TO PARTICIPATE IN REGULAR EDUCATIONAL PROGRAMS, (D) THE PROJECTED DATE FOR INITIATION AND ANTICIPATED DURATION OF SUCH SERVICES, AND (E) APPROPRIATE OBJECTIVE CRITERIA AND EVALUATION PROCEDURES AND SCHEDULES FOR DETERMINING, ON AT LEAST AN ANNUAL BASIS, WHETHER INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED.

ELIGIBILITY

SEC. 612(4) AND (5)

EACH LOCAL EDUCATIONAL AGENCY IN THE STATE WILL MAINTAIN RECORDS OF THE INDIVIDUALIZED EDUCATION PROGRAM FOR EACH HANDICAPPED CHILD, AND SUCH PROGRAM SHALL BE ESTABLISHED, REVIEWED, AND REVISED AS PROVIDED IN SECTION 614(A)(5).

THE STATE HAS ESTABLISHED (A) PROCEDURAL SAFEGUARDS AS REQUIRED BY SECTION 615, (B) PROCEDURES TO ASSURE THAT, TO THE MAXIMUM EXTENT APPROPRIATE, HANDICAPPED CHILDREN, INCLUDING CHILDREN IN PUBLIC OR PRIVATE INSTITUTIONS OR OTHER CARE FACILITIES, ARE EDUCATED WITH CHILDREN WHO ARE NOT HANDICAPPED, AND THAT SPECIAL CLASSES, SEPARATE SCHOOLING, OR OTHER REMOVAL OF HANDICAPPED CHILDREN FROM THE REGULAR EDUCATIONAL ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE HANDICAP IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY, AND (C) PROCEDURES TO ASSURE THAT TESTING AND EVALUATION MATERIALS AND PROCEDURES UTILIZED FOR THE PURPOSES OF EVALUATION AND PLACEMENT OF HANDICAPPED CHILDREN WILL BE SELECTED AND ADMINISTERED SO AS NOT TO BE RACIALLY OR CULTURALLY DISCRIMINATORY. SUCH MATERIALS OR PROCEDURES SHALL BE PROVIDED AND ADMINISTERED IN THE CHILD'S NATIVE LANGUAGE OR MODE OF COMMUNICATION, UNLESS IT CLEARLY IS NOT FEASIBLE TO DO SO, AND NO SINGLE PROCEDURE SHALL BE THE SOLE CRITERION FOR DETERMINING AN APPROPRIATE EDUCATIONAL PROGRAM FOR A CHILD.

SEC. 612(6)

THE STATE EDUCATIONAL AGENCY SHALL BE RESPONSIBLE FOR ASSURING THAT THE REQUIREMENTS OF THIS PART ARE CARRIED OUT AND THAT ALL EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN WITHIN THE STATE, INCLUDING ALL SUCH PROGRAMS ADMINISTERED BY ANY OTHER STATE OR LOCAL AGENCY, WILL BE UNDER THE GENERAL SUPERVISION OF THE PERSONS RESPONSIBLE FOR EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN IN THE STATE EDUCATIONAL AGENCY AND SHALL MEET EDUCATION STANDARDS OF THE STATE EDUCATIONAL AGENCY.

STATE PLANS

SEC. 613(A)(4)(B)(I)

THE STATE MUST SET FORTH POLICIES AND PROCEDURES TO ASSURE THAT HANDICAPPED CHILDREN IN PRIVATE SCHOOLS AND FACILITIES WILL BE PROVIDED SPECIAL EDUCATION AND RELATED SERVICES (IN CONFORMANCE WITH AN INDIVIDUALIZED EDUCATIONAL PROGRAM AS REQUIRED BY THIS PART) AT NO COST TO THEIR PARENTS OR GUARDIAN, IF SUCH CHILDREN ARE PLACED IN OR REFERRED TO SUCH EDUCATIONAL AGENCY AS THE MEANS OF CARRYING OUT THE REQUIREMENTS OF THIS PART OR ANY OTHER APPLICABLE LAW REQUIRING THE PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES TO ALL HANDICAPPED CHILDREN WITHIN SUCH STATE, AND (II) IN ALL SUCH INSTANCES THE STATE EDUCATIONAL AGENCY SHALL DETERMINE WHETHER SUCH SCHOOLS AND FACILITIES MEET STANDARDS THAT APPLY TO STATE AND LOCAL EDUCATION AGENCIES AND THAT CHILDREN SO SERVED HAVE ALL THE RIGHTS THEY WOULD HAVE IF SERVED BY SUCH AGENCIES.

SEC. 613(A)(11)

(EACH STATE PLAN SHALL) PROVIDE FOR PROCEDURES FOR EVALUATION AT LEAST ANNUALLY OF THE EFFECTIVENESS OF PROGRAMS IN MEETING THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN (INCLUDING EVALUATION OF INDIVIDUALIZED EDUCATION PROGRAMS), IN ACCORDANCE WITH SUCH CRITERIA THAT THE THE COMMISSIONER SHALL PRESCRIBE PURSUANT TO SECTION 617 ("ADMINISTRATION").

APPLICATION

SEC. 614(A)(5)

(EACH LEA APPLICATION SHALL) PROVIDE ASSURANCES THAT THE LOCAL EDUCATIONAL AGENCY OR INTERMEDIATE EDUCATIONAL UNIT WILL ESTABLISH, OR REVISE, WHICHEVER IS APPROPRIATE, AN INDIVIDUALIZED EDUCATION PROGRAM FOR EACH HANDICAPPED CHILD AT THE BEGINNING OF EACH SCHOOL YEAR AND WILL THEN REVIEW AND, IF APPROPRIATE REVISE, ITS PROVISIONS PERIODICALLY, BUT NOT LESS THAN ANNUALLY.

EVALUATION

SEC. 618(A)(B)

(EACH YEAR THE COMMISSIONER SHALL UPDATE PROGRAMMATIC INFORMATION. INFORMATION SHALL INCLUDE) *THE NUMBER OF HANDICAPPED CHILDREN IN EACH STATE, WITHIN EACH DISABILITY, RECEIVING A FREE APPROPRIATE PUBLIC EDUCATION AND THE NUMBER OF HANDICAPPED CHILDREN WHO NEED AND ARE NOT RECEIVING A FREE APPROPRIATE PUBLIC EDUCATION IN EACH SUCH STATE.

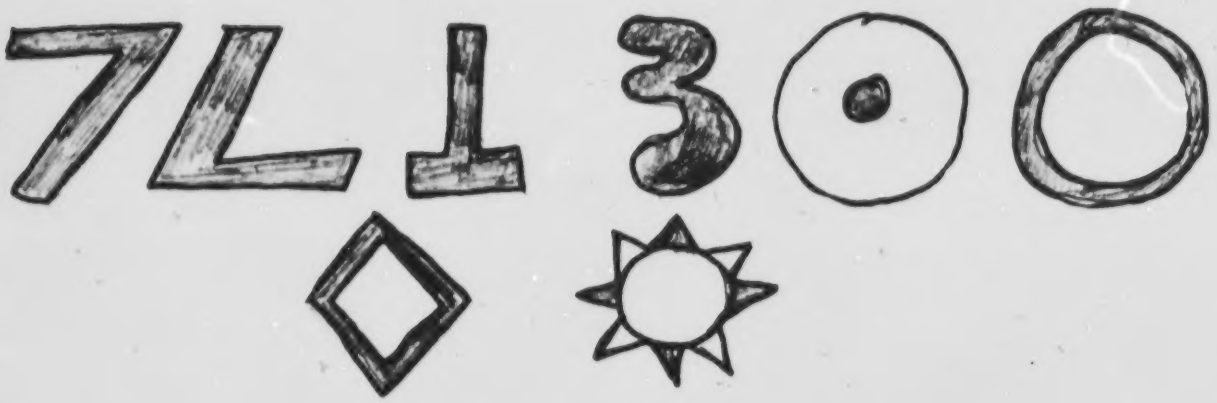
*NOTE THAT IEP IS INCLUDED IN THE DEFINITION OF FREE APPROPRIATE PUBLIC EDUCATION

APPENDIX B

Suggested Simulation in the Writing of Long-Term Goals and Short-Term Objectives

The following simulated activity illustrates to participants the process in the development of long-term goals and short-term objectives and leads them toward the development of a statement of levels of performance.

Write the following symbols on a chalkboard:



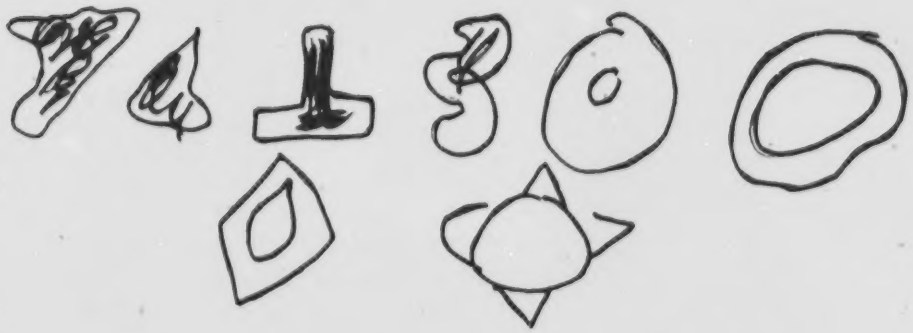
Direct participants to copy the symbols using their nondominant hands. Have them cover their dominant eyes with the dominant hands. For example, a right-handed person would copy the symbols using her/his left hand. The right hand would cover the right eye.

When participants have finished copying, have each person turn to a partner and share the work. Direct participants to determine which set of symbols is in greater "special need," or which looks worse. Have participants use the paper with more mistakes to complete the following.

Explain to the group that each person has just experienced a multiple handicapping condition; i.e., the use of the nondominant hand simulated a motor problem while covering one's eye simulated a perceptual difficulty.

Now have participants write down the strengths and the weaknesses of the "student" whose paper is being used. Ask that, in addition, each person write three short-term objectives for the student. Naturally the long-term goal of the activity is to have the student copy the symbols correctly. The short-term objectives break the task into smaller, more manageable and more individualized steps.

The following is an example of the copying effort of a participant and of the strengths and weaknesses, and short-term goals developed by the pair:



STRENGTHS

1. The curved lines of the circular symbols are clear.
2. Spacing of symbols is good.
3. The symbol "3" is made correctly.

WEAKNESSES

1. Shading is irregular and not complete.
2. Straight lines of the 4 angular symbols are irregular.
3. Symbols are not copied in a straight line.

Short-Term Objectives

1. To copy one symbol, specifically the , correctly.*

2. To shade one symbol, the , correctly.

3. To shade the four curved symbols.

* The was selected because it is the best of the three angulars drawn and we want to build upon strengths.

When participants have completed their lists of strengths and weaknesses, and when they have developed at least three short-term objectives, have a few partners share their work with the entire group. Emphasize that (1) short-term objectives are derived from the particular strengths and weaknesses that an individual brings to a task, and (2) objectives are a function of the people who write them; i.e., there are no objectives that are "cut in stone." Instead the particular needs of the student and the individual beliefs of the educator determine the small and manageable steps that characterize the development of short-term objectives.

The Development of an IEP for Karlina M.

The first step in the development of a good IEP is to summarize a child's present levels of performance. These levels are compiled from data on a particular child and bear in mind that P.L. 94-142 allows all types of data to be used. As a result of the dictates of the law, educators are mandated to use teacher observation and anecdotal records, parental information and information from the student her/himself in tandem with formal psychological data to determine educational needs. A list of test scores is NOT enough. To plan effectively for a child's needs, educators must attempt to discern patterns of strengths and weaknesses from a variety of sources.

The following simulation activity on goals and objectives for Karlina M. is an example of how a summary of strengths and weaknesses is used to develop a useful statement of present levels of performance for the child.

Distribute to the group the list of strengths and weaknesses for Karlina M.

Discuss each item with the group and explain that later they will have an opportunity to develop an IEP on another child, using the same process as for Karlina. Karlina's list of strengths and weaknesses was compiled from individual data gathered by a social worker, a pediatrician, parents, classroom teachers, and a diagnostician. In the next simulation activity, each participant will receive pieces of data from which they must extract a list of strengths and weaknesses. This list will be distilled into a statement of level of performance and then to an IEP.

KARLINA M. Age: 6 years 2 months

Strengths or ... (Karlina can ...)

Karlina uses gestures and movements to communicate when she notices that people are having difficulty understanding her speech.

She appears to be a visual learner - that is, she will use objects, pictures, and a variety of visual stimuli around her to help her form a concept in her mind.

From test scores administered by a speech and language specialist, Karlina's receptive language ability is much higher than her expressive language.

She associates well. That is, she knows concepts characteristic of - plate goes with cup, pot with plant, and dog with doghouse.

Karlina hears well. Her auditory acuity test fell within the normal range.

She works well on her own. Specifically, when her teacher gives her an independent task, Karlina will work until she finishes - often for as long as 20 minutes.

Karlina has average ability as measured by two independent IQ tests administered by a school psychologist and one group test given during kindergarten screening.

Karlina tells her mother, her sister, and her teacher that she wishes she had a "best friend."

Karlina asks her teacher or the classroom aide how to use a toy or game before she begins on her own.

She enjoys sorting objects. Specifically, she volunteers at least three times per week to put items away in the housekeeping corner and to put blocks away in the "shape box."

When asked on an individual basis, Karlina can recognize all of the letters of the alphabet and say beginning consonants - d, b, t, s, f, and beginning blends - bl, cl, and st.

Karlina likes to sing in a group. She says she wants to be like "Cher" when she grows up.

When Karlina colors two or three consecutive pages in a coloring book, she will make up a simple story to go with the pictures. She will tell her story to her teacher but not to another child or group of children.

Weaknesses or ... (Karlina can't ...)

Karlina cannot verbalize so that she can be understood.

Karlina cannot tell a story before a small group of children.

Karlina can arrange pictures in sequence but she cannot/will not tell about her work.

Karlina scored 4 years 7 months on the Utah Test of Language Development.

Karlina will not continue speaking if asked to repeat herself more than two or three times.

Karlina has difficulty cutting simple shapes.

Karlina's mother told the school social worker that when she, herself, was young, she went to the speech therapist and that her speech problem persisted through high school.

Karlina's father notes that his daughter "didn't talk as much" as her two sisters when they were growing up.

Karlina cries when other children cannot understand her.

The speech and language consultant notes that Karlina's tongue does not move about freely to help her form her words. This problem has been substantiated by a pediatrician.

On the Illinois Test of Psycholinguistic Ability, Karlina scored 2 years below her chronological age level.

Karlina has difficulty perceiving the difference between contrasting speech sounds.

She will not participate in show and tell. She never has brought an item to school.

Rather than play with other children after school, Karlina prefers to watch TV.

Karlina rarely speaks in complete sentences. She will use gestures and motions whenever she can.

Karlina does not follow her teacher's spoken directions when she hears them as part of a group.

APPENDIX C

IEP Simulation Activity - Joe Slick

Arrange participants into groups of six members each. Group arrangements should be made on a random basis; i.e., number off participants or provide a numbered card for each person as she/he enters the workshop area. A random Placement Committee group is essential because participants who work together or who know each other well often do not feel free or comfortable enough to participate fully in a simulated role.

When groups have been arranged, distribute the IEP direction sheet to each member. Ask one member in each group to make an alphabetical list of each member's last name. Match role to name in the following manner:

principal	Adams
regular class teacher	Brennan
resource teacher	Chu
reading teacher	Dumbrowski
parent	Escovar
psychologist	Fazio

Ask participants to exchange roles if someone received a role she/he plays in real life. For example, a person who is a parent of a handicapped child should not play the parent role in the simulation. Since simulated activities provide participants with a vehicle to practice new, learned behaviors, it is not advisable to allow participants to rely on past associations or biases.

Distribute packets containing data for each role. Each packet contains materials to be used for reference by each group member. No two participants have the same materials. Permit group members to take time to read all the data in her/his packet. Encourage them to mark significant areas and to take notes.

Announce to the group that the person playing the "principal" role can retain the chairpersonship for the Placement Committee or give it away to another group member. Any other member except the parent may, by law, chair the group. Explain that the principal may not force the chair upon another member. Instead, she/he invites another to assume those duties.

When the chairperson has been determined, explain that she/he has assumed the following duties:

(1) facilitate the flow of communication of the Placement Committee and keep the group on task,

(2) invite the parent to participate as an active Committee member no later than one half hour after the group has begun discussion.

By law, the parent must be invited to the IEP planning sessions. It is up to the discretion of the chairperson to involve the parent at the outset of the meeting or one half hour later.

Allow the groups 2 to 2 1/2 hours working time. Circulate among groups to answer questions and to guide them away from complaining and toward the development of Joe's IEP.

When one hour of working time in group has elapsed, distribute blank IEP forms to each participant. Direct groups to begin listing Joe's strengths and weaknesses (if they haven't already), writing a statement of levels of performance, and developing goals and objectives. When time is up, collect the completed IEP forms from each group.

Distribute completed IEP forms developed by consultants to each person. Allow time for members to compare and contrast both IEPs.

Following participants' cursory critique of the product, lead the group in discussion of the IEP process. Take a few quiet minutes for group members to jot down notes on (1) group process, (2) quality and use of data, and (3) interaction with parents. Encourage them to share individual comments with the group, and select a representative group(s) to share with the entire audience.

Following "goals and objectives" for Session II, critique group IEPs, listing strengths and weaknesses of each. (The step is necessary if the consultant-developed IEP is not discussed and compared.)

NOTE: Tell group that it has been determined that Joe is eligible for special services.

The Development of an IEP

1. Read the following statement carefully:

Joe Slick is a twelve-year-old boy in the fifth grade at Tall Trees Elementary School. He began first grade with the same eager enthusiasm that characterizes most six-year-olds and during his first grade experience Joe learned letter names, sounds, numbers, and color words. He did well in his pre-primer and primer reading series. At year's end he was reading solidly at grade level.

However, the years that followed Joe fell increasingly further behind in his academic work. He repeated third grade and now in fifth grade he reads at the third grade level.

His fourth grade teacher referred Joe to the remedial reading teacher and the fifth grade teacher sent him to the resource room for special help.

But it is nearly mid-year and Joe has not improved. And, as his academic situation worsens, he has become a behavior problem as well.

This Placement Committee has been convened because Joe's fifth grade teacher has referred Joe for full-time placement in a self-contained special class.

2. Your job is to function as a responsible member of this Placement Committee. You will assume one of the following roles: classroom teacher, principal, resource teacher, school psychologist, parent, or remedial reading teacher.
3. You will be given a package of information that will help you determine Joe's placement.
4. Use your copy of the Resource Manual, Functions of the Placement

Committee, as your guide. Your objective, as a committee member, is to help develop an IEP for Joe Slick.

5. Read the data you have been given. Do this quietly and thoughtfully and make notes if you like.
6. Refer to pp. 14-18 of the Resource Manual, paying particular attention to p. 18, "Sample Distribution of Responsibilities of Committee Members."
7. Convene the Placement Committee and discuss the placement of Joe Slick. Use the data you have received to aid you in your particular committee role.
8. As a committee, use pp. 26-29 of the Resource Manual to help you develop an IEP.
9. Use the large chart paper to recreate your IEP for group discussion.

Administrator/Principal

I am the principal of the Tall Trees Elementary School. It is my job to call a Placement Committee meeting to develop an individual educational plan for this child.

This is my first time at having to comply directly with the new federal legislation. I've read a summary of the new law and I've talked with the district director of special education about the implications of it.

Over the years I've seen many kids like Joey who float along from year to year, just barely meeting academic standards. When I was a classroom teacher I referred these children to special education as a matter of course. But now the issue has become complicated. Joe's parents raised quite a fuss when we retained him in third grade. I am sure they will be against a special education placement. But, I can see the teacher's point, too. Joe presents a real problem because he reads at the third grade level and he's in the fifth grade ...

PARENT CONFERENCE SUMMARY REPORT

Child's name Joseph Matthew Slick Teacher Ms. Gray

Parent's name Marcia T. Slick Grade First

Mrs. Slick arrived at the appointed time. She appeared very interested in Joe's progress and wanted to know how she could help him at home. I encouraged her to read to Joey and to give him little chores around the house.

I tried to tell her tactfully that Joey could come to school a ~~bit~~ dressed more neatly.

signed Mary Gray

PARENT CONFERENCE SUMMARY REPORT

Child's name Joey Slick Teacher J. J Redman

Parent's name Marcia Slick Grade 2

Mr. Slick accompanied Mrs. Slick to the conference. He works as a gardener and he had just come from work. Mr. Slick was concerned that Joey seemed to be a "slow reader." I assured him that Joey was a bit immature and that many children have trouble with the short sounds when they first try to learn them. Mr. Slick was very eager to help Joey but I was reluctant to suggest anything because his grammar was so poor He probably doesn't read very well himself.

signed J. J. Redman

PARENT CONFERENCE SUMMARY REPORT

Child's name Joseph M. Slick Teacher Ruth Rae

Parent's name Marsha Slick Grade Third
Sam Slick

I tried, as diplomatically as I could to tell the Slicks that Joey was in real academic trouble. I informed them that I had referred Joseph for remedial reading but that the waiting list for special help was very long. I assured them I would do what I could to hurry the process.

I mentioned retention as a possible solution for Joey's academic problems. Mr. Slick was not in agreement. I recommended that he talk with the principal.

signed R. Rae

PARENT CONFERENCE SUMMARY REPORT

Child's name Slick, J. M Teacher Sylvia Filosi

Parent's name Slick Grade 3° (repeat)

The Slick's cancelled two appointments. Obviously they are not interested enough to take the time to come to school.

signed S. Filosi

PARENT CONFERENCE SUMMARY REPORT

Child's name Jay M Slick Teacher J. Webster

Parent's name Samuel Slick Grade Fourth
Marcia Slick

When I realized that Jay had repeated third grade I made a special attempt to make him comfortable in school and in my class. I invited the Slicks to come to school only when I felt they could see some positive results of my work.

The parents were quite quiet and Mr. Slick appeared tense. I reassured them that Jay was a "good boy" and making progress. I showed them samples of his work - from September and from November. They could see Jays progress for themselves and seemed relieved.

Both parents are anxious to help Jay
Signed
at home. I prescribed some children's books and word games. I gave a list of these to the fifth grade teacher since Mrs. Slick plans to help Jay over the summer.

J. Webster

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 71 - 72

NAME Joseph Stub ADDRESS 237 Front Street

GRADE First PARENT'S NAME Parents of Stub

	u	s	e	u	s	e	u	s	e	u	s	e
Reading		✓			✓			✓			✓	
Language Arts		✓			✓			✓			✓	
Mathematics		✓			✓			✓			✓	
Spelling								✓		✓		
Geography												
Science												
Social Studies												
Physical Education		✓			✓			✓			✓	
Art		✓			✓			✓		✓		
Music		✓			✓			✓		✓		
Special Subjects												

-50-

Comments

(1) Joe is doing well. He seems to like school

(2) Joe is making good progress

(3) Joe has moved into the fourth grade

(4) Joe appears disinterested. I think he is anxious for summer!

55

Admin.-7

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 72 - 73

NAME Joseph Matthew Slick

ADDRESS 237 Front Street

GRADE 2

PARENT'S NAME Marcia J. Slick

	u	s	e
Reading		✓	
Language Arts		✓	
Mathematics		✓	
Spelling		✓	
Geography			
Science			
Social Studies			
Physical Education		✓	
Art		✓	
Music		✓	
Special Subjects			

	u	s	e
Reading	✓ ✓		
Language Arts	✓		
Mathematics		✓	
Spelling	✓		
Geography			
Science			
Social Studies			
Physical Education		✓	
Art		✓	
Music		✓	
Special Subjects			

	u	s	e
Reading	✓		
Language Arts	✓		
Mathematics		✓	
Spelling		✓	
Geography			
Science			
Social Studies			
Physical Education		✓	
Art		✓	
Music		✓	
Special Subjects			

	u	s	e
Reading	✓		
Language Arts	✓		
Mathematics		✓	
Spelling		✓	
Geography			
Science			
Social Studies			
Physical Education		✓	
Art		✓	
Music		✓	
Special Subjects			

Comments

(1) Joey seems to like school, especially reading.

(2) Reading is becoming difficult for Joey. He has problems with short vow

(3) Joey does well in mathematics.

(4) Joey's reading difficulty is still somewhat apparent.

-51-

Admin.-8

57

58

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 73 - 74

NAME Joseph M. Sluck ADDRESS 237 Front Street

GRADE 4th PARENT'S NAME M. J. Sluck

	u	s	e	u	s	e	u	s	e	u	s	e
Reading	✓			✓			✓			✓		
Language Arts	✓			✓			✓			✓		
Mathematics	✓			✓			✓			✓		
Spelling	✓			✓			✓			✓		
Geography												
Science	✓			✓			✓			✓		
Social Studies												
Physical Education		✓			✓			✓			✓	
Art		✓			✓			✓			✓	
Music		✓			✓			✓			✓	
Special Subjects												

-52-

Comments

(1) Joe reads ably at a beginning second grade level.

(2) I have referred Joseph for remedial reading.

(3) If Joseph could read better, his mathematics and general work would improve.

(4) Joseph has made little progress. He should be retained.

Admin.-9

59 60

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 74 - 75

NAME Joseph Matthew Sluk ADDRESS 143 Westwood Court

GRADE 3 PARENT'S NAME Marsha Sluk

	u	s	e	u	s	e	u	s	e	u	s	e
Reading		✓		✓				✓			✓	
Language Arts		✓			✓			✓			✓	
Mathematics		✓			✓			✓			✓	
Spelling		✓		✓								
Geography												
Science		✓			✓			✓			✓	
Social Studies		✓			✓			✓			✓	
Physical Education		✓			✓				✓			✓
Art			✓			✓			✓			✓
Music			✓			✓			✓			✓
Special Subjects												

Comments

(1) Joe is adjusting well to his repeat year in third Grade.

(2) Joe has been referred for remedial help in reading.

(3) Joe works very well

(4) Joe will do well in fourth Grade if he keeps trying

-53-

Admin.-10

62

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 75 - 76

NAME Joseph M. Slack ADDRESS 413 Westward Court

GRADE 4 PARENT'S NAME Mona & Jake Slack.

	u	s	c	u	s	c	u	s	c	u	s	c
Reading		✓				✓			✓		✓	
Language Arts		✓				✓			✓			✓
Mathematics		✓			✓				✓			✓
Spelling		✓			✓				✓			✓
Geography			✓		✓				✓			✓
Science			✓			✓			✓			✓
Social Studies			✓			✓			✓			✓
Physical Education			✓			✓			✓		✓	
Art		✓			✓				✓		✓	
Music			✓			✓			✓			✓
Remedial reading Special Subjects		✓			✓			✓			✓	

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Comments

(1) Joe is a very eager student. He tries hard and finishes his work. He is interested in science.

(2) Joe has made real progress in reading. He has advanced an entire grade level in 6 weeks time.

(3) Joe's interest in science has helped his reading. The reading teacher and I have designed an individual reading program for him based on science.

(4) Joe is now reading very well. He is happy & loves school.

63 64

Admin.-11

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 76 - 77

NAME Joseph M Sledd

ADDRESS 860 N Pleasant St

GRADE Fifth

PARENT'S NAME Marsha Sledd

	u	s	e	u	s	e	u	s	e	u	s	e
Reading	✓			✓								
Language Arts	✓			✓								
Mathematics	✓			✓								
Spelling	✓			✓								
Geography	✓			✓								
Science	✓			✓								
Social Studies	✓			✓								
Physical Education	✓			✓								
Art	✓			✓								
Music	✓			✓								
Remedial Rdg. Special Subjects		✓			✓							

Comments

(1) She is having problems in every area. He reads only at the third grade level.

(2) She has spent much time in the principal's office this year - not good

(3)

(4)

-55-

Admin.-12

65

66

Joe's Fifth Grade Teacher

I am pleased that I was able to get Joe into remedial reading again this year. That's one less subject I have to worry about with Joe. I wish it weren't true, but Joe can't do any fifth grade work and I will get special help for him whenever I can.

I have tried giving him some of the work that I give to the other children, but that plan of attack is usually hopeless. I've made up special work for him, but with 24 other children, I can't devote all of my time to just one child.

I've sent him to the resource teacher three times a week and he seems to like it there, where there isn't so much pressure on him to perform. The resource teacher has been able to help Joe somewhat -- she makes up alot of special work for him -- but I feel Joe is so far behind that he belongs in a special education class for the mildly retarded. I've talked with the principal and written the referral to that effect.

Name Joe Slick Grade 5

Date October 13

Spelling -7 (poor) ☹

1. pece X peace
2. Frend X friend
3. thinkin X thinking
4. prst X present
5. Find
6. pank X prank
7. pay X pray
8. Gift
9. sbow
10. reb X remember

Name Joe Slick Grade 5

Date Nober

Math: Chapter Test

4 IIII IIII	4 IIII	4	5	5	21
× 3 IIII	× 2 IIII	× 0	× 0	× 1	× 3
12	8	4	5	6	24

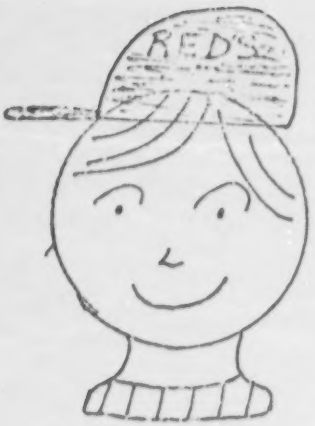
12	15	16 IIII	17	27	123
× 2	× 2	× 3 IIII	× 4	× 2	× 2
24	27	19		27	123

161	152
× 21	× 31
16121	15231

1. Jan worked for her mother. She earned $1.50 on Tuesday, $.75 on Thursday, and $1.83 on Saturday. How much did she earn?

2. Bob owes Jim $2.50. Bob earned $5.50 cutting grass. How much is left after Bob pays Jim?

$8.00



"Joe, can you make words with these blends?"

br
gr
bl
pr
pl
gl

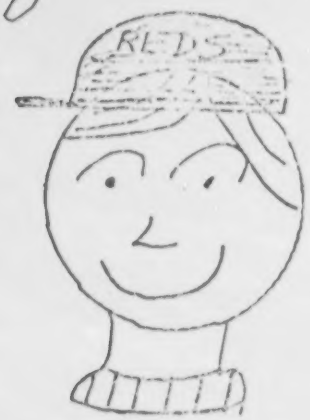
ank
ack
eem
een
own
ate

BOMB

Class Tchr.-5

Joe S.

Grade 5



Math

"Joe, can you do these?"

4	5	6	7
+3	+2	+4	+3
7	7	10	10

16	20	12	14
+2	+4	+12	+13
18	24	25	27

8 IIII	9 IIII	6 III	2
-4	-5	-3	-1
4	4	3	1

13
+18
211

Joe's Resource Teacher

I began working with Joe on a regular basis in late September. At that time I found Joe completely turned off by school and school work.

I began by doing some basic experience story work with him and I found that although Joe cannot read very well, or write or spell much above a third grade level, he is better than average in verbal skills. (See the Spy Adventure experience story).

I tried phonics with Joe but he hated making attempts at sounding out words. So, I began to develop a sight word vocabulary with him. He now recognizes over 60 words by sight and all these words relate to his personal interests, which, at the moment, include trees and birds.

I can see slow but definite progress with Joe. He is terribly afraid that he will make mistakes and look stupid in front of other students, so he rarely tries very hard. I tried to communicate this to Joe's fifth grade teacher but she is adamant that she has already spent too much time with Joe and she wants him out of the room.

Resource Room

student Joe Slick

date September 20

Observation Report

Grade 5

I. The Setting

The class has just examined a huge birds nest brought to school by a student whose father is curator of a local museum. The children were gathered around a back table while one student explained the origin, etc. of the bird

V
habits,

II. Behavior Observed

After listening to the explanation, Joe went to the picture encyclopedia and located a chapter on "birds." He found a picture of a nest similar to the one in class and he showed this picture to his teacher. The teacher responded with "very nice" and asked Joe to read the paragraph about the bird to her. Joe could not read it - even though he tried - and he returned to his seat. On the way, he bumped into the table, nearly breaking the nest on the floor. The other children shrieked "Joe's breaking the nest!!!"

III. Conclusions

For the first time since I've been observing Joe, I saw him show interest in something. Unfortunately, his teacher did not reward or praise this small step but demanded more of him. Instead when it became apparent that Joe could not read the paragraph from the encyclopedia, he took out his frustration on the bird's nest.

Resource Room

student Joe Slick

date October 2

Observation Report

Grade 5

I. The Setting

Language arts - the children are working in small groups. One group is assembling a collage on science related words. Another group is practicing a science fiction radio play to put on a tape recorder. A third group is working on composition with the teacher.

Joe is included in the radio play group.

II. Behavior Observed

Joe is attempting to read from a dittoed script. The play is a *Star Trek* adventure and Joe is reading the character, "Spock." Joe tried to read his lines but stumbled miserably on words such as "explosive" and "Enterprise." After he had trouble reading, he began to push the buttons on the tape recorder. The group began to complain and the teacher forced Joe to sit in the back of the room. There he began throwing a compass at a target. She drew on a bulletin board.

III. Conclusions

Joe's behavior in the group indicates that the work is too hard for him. It noticed that he made heroic attempts at reading the script before he gave up and began to distract the others. His poor behavior indicates that when placed in a situation where he may appear incompetent, Joe distracts the group and focuses their attention on something other than his lack of ability.

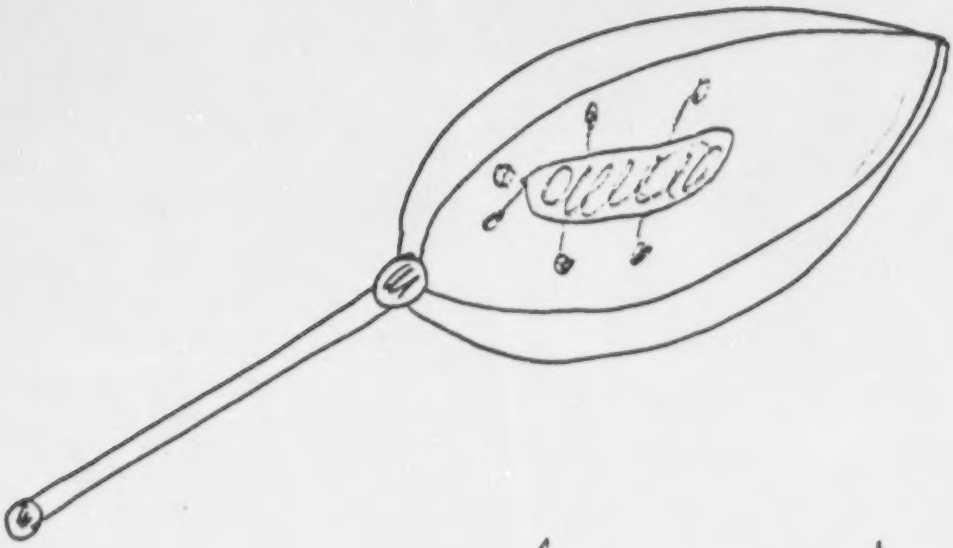
Joe

The pig is in the garden. The pig is very, very, very big. He ate all the leafs up. by Joe.

The Spy Adventure

He is Sherlock Holmes. He is a big spy. He is looking through his magnifying glass, searching for the crook. He is smoking his pipe. I hope the smoke won't give him away.

by: Joe S.



This is a magnifying glass.

Joe looked through it. He saw:

my fingernail is big
the ant look like a monster.
the letters jump out
the leaf look like the
map.
the part look like snow

by Joe S.

Here is the picture.
Write the words inside.

Resource Tchr.-7

1. drum

2. laid

3. nest

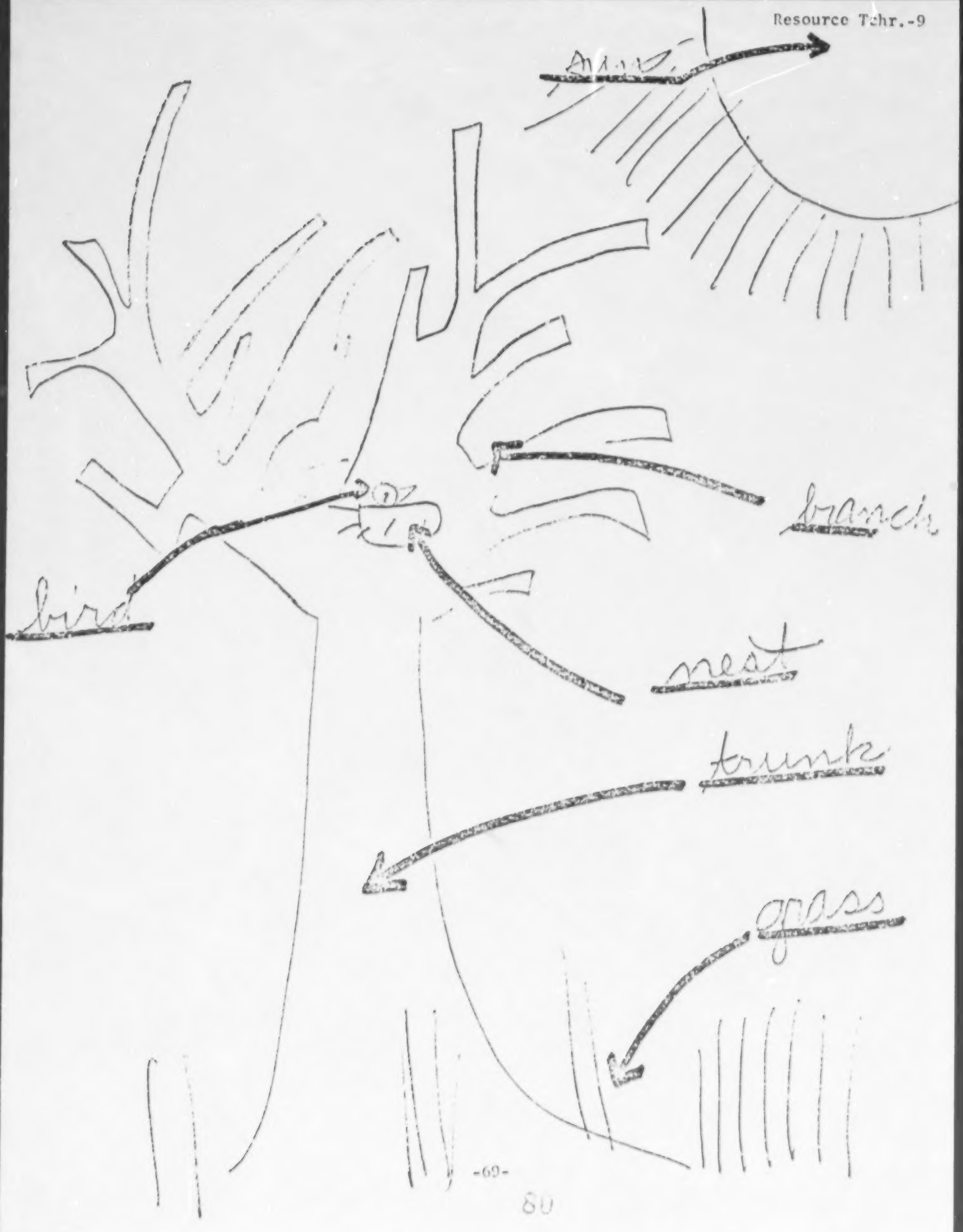
4. branch

5. grass

6. ~~trunk~~ trunk

Jol. Slick

79


sun
branch
bird
nest
trunk
grass

Remedial Reading Teacher

I an new to the faculty of Tall Trees -- I was just assigned here this September. I have been working with Joe Slick since September because he was on the remedial reading roll from the year before. I have read last year's teacher's report on Joe and I more than agree. I conducted some diagnostic tests on my own with Joe and the results I found are the same as those of last year -- maybe a little worse.

Joe finds it hard to work in a group. He continually agitates the girls with his foul mouth and he is easily distracted. I find the only way to work with Joe is on an individual basis and I try to squeeze him in two to three times a week. Lately, however, he has become such a behavior problem that I've had to send him to the principal's office. We now average about one complete session per week.

I'm using Joe's reading book from class here in the reading room. It is Ginn Basal 3.2 reader. Joe dislikes it so I try to intersperse it with the Pacemaker reading series that he seems to enjoy. But there are few high interest - low vocabulary materials in the trailer.

I've talked with Joe's teacher and the principal about Joe's behavior. It seems that his only positive school experience is in the Resource Center. I think he likes it so well because the resource teacher lets him play there.

Remedial Reading Evaluation

Subject: Joe Slick
Date Evaluated: September, 1975
Date of Birth: Scorpio, 1964
School: Tall Trees Elementary School

Referral

Joe Slick is a right-handed 12-year-old Caucasian male who was referred to me for a reading evaluation and for eventual inclusion in the remedial reading program. He was referred last year, but the waiting list prohibited the addition of borderline students.

His teacher states that Joe reads well below grade level and that his lack of skill in this area prohibits his functioning in other academic subjects.

Behavioral Observations

When Joe arrived at the reading trailer, he appeared reluctant to come in. He stated that he knew why he had been sent to the "dum-dum" teacher -- because he had been a third grade repeater. When I showed him the testing material, he said that I didn't need to waste my time -- that he could tell me that he couldn't read and that he didn't want to learn.

"If I don't learn to read, my dad's gonna send me to Norganza (a juvenile detention center)," Joe said. He toyed with the reading material and browsed through the books on the shelf. He seemed attracted to a paperback book on motorcycles and at one point he brought one of my hanging plants over to me, saying, "You're gonna kill this dawn thing if you don't hang it in a sunny corner." He used abusive language throughout the session.

Tests Administered

Woodcock Reading Mastery Tests, Form A: Letter identification, 3.0, word identification, 1.8, word attack, 2.0, word comprehension, 4.8. Total Reading 2.8.

Peabody Individual Achievement Test: General information 4.8.

Silvaroli Informal Reading Inventory - Independent Reading Level - second.

Interpretation of Test Results

Upon examination of Joe's reading skills, according to the Woodcock, I found him to have poor word identification skills, poor word attack skills, but surprisingly good word comprehension. He had difficulty identifying letters written in cursive writing, thus lowering his letter identification performance. As the word identification section was being given, Joe told me that he was glad that he had to pronounce the words only because, "I could never write those _____s." There was a wide scatter of successes on this test and some successes indicated ability on a fifth and even sixth grade level. Joe refused to complete the passage comprehension section of this test so that grade level on this test can only be considered at a very minimal level.

On the Peabody, I gave Joe the general information subtest and found his score to be relatively high; however, there was much scatter, with answers falling as low as the second grade level and as high as the sixth grade level.

Joe's independent reading level fell only at the second grade level, however; his listening comprehension grade score was found to be at the fifth grade independent level according to the inventory. Scored comprehension errors included inference, fact, and vocabulary questions.

Upon examination of Joe's manuscript handwriting sample, I found him to have very immature handwriting skills. He was asked to copy a model sentence from a second grade and a third grade paragraph. He slowly copied one sentence and appeared to lose his place frequently. He erased many times as he wrote these sentences, each time shouting various obscenities. His handwriting was characterized by poor letter formation and poor word spacing, as well as inappropriate awareness of punctuation. He capitalized and punctuated at random. Joe writes his name in cursive writing and balks at any attempt to get him to print it. Joe's pencil grasp was gawky and awkward.

Diagnostic Impression

Joe, a twelve-year-old Caucasian male has word identification and word attack skills at the second grade level. Listening comprehension was found to be inappropriately high -- at the fifth grade level. This total picture of inability is compounded by his negative attitude and potential behavior problem.

Recommendations

Joe should be included in a remedial reading group on a three day a week basis.

Joe should see the resource teacher for additional help.

The Parent

I am Joe's father (Mother). When Joe was young I don't remember him doing anything much different than his older brother. I mean, he walked and talked and was always a happy kid, as I remember. He was always tinkering with something and always right beside me especially when I was doing my yard work. He still likes yard work, even now. He likes planting things and he always notices when they start to grow.

When he was in the first grade, he done alright. Got good comments about reading and arithmetic. Second grade he seemed to fall behind a bit and we was real disappointed when his third grade teacher kept him back a year. Flunking Joe was a big mistake to my mind. That year he shot up a head taller than the other kids. When they got to teasing Joe he seemed to lose interest in everything.

But his fourth grade teacher, Mrs. Webster, she was something. Got a note from her about Joe's work - I brought it here with me. Because of her Joe started liking school all over. Even brought home a library book once in a while. Course then I'd always take time to read with him.

Anyhow, I got here Joe's fourth grade report card and his fifth grade one. But this year things is bad again. This year the teacher says Joey belongs in the retard class. I tell you, we don't know what to do.

Me and my wife (husband) we never finished high school. I remember having one hell of a time reading the questions to pass my driver's test and the books I had in a landscaping course I took. I swore that my kid would keep at them school books, finish high school and get a good job. I know if I had it to do over, I'd studied harder and graduated. Now I want better for Joe.

Dear Mr. and Mrs. Slick,

I've sent some papers home with Joe and I want you both to know how pleased I am with Joe's progress.

He is learning to multiply and to write in complete sentences and I look forward to meeting you on parent conference day to show you more of Joe's work.

Please encourage him to keep moving ahead!

Sincerely,

Janet Webster

Janet Webster
Fourth Grade Teacher

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 75 - 76

NAME Joseph M. Slish ADDRESS 423 Westwood Court

GRADE 4 PARENT'S NAME Mrs. Josephine Slish.

	u	s	e	u	s	e	u	s	e	u	s	e
Reading		✓				✓			✓		✓	
Language Arts		✓				✓			✓			✓
Mathematics		✓			✓				✓			✓
Spelling		✓			✓				✓			✓
Geography			✓		✓				✓			✓
Science			✓			✓			✓			✓
Social Studies			✓			✓			✓			✓
Physical Education			✓			✓			✓		✓	
Art		✓			✓				✓		✓	
Music			✓			✓			✓			✓
Remedial reading / Special Subjects		✓			✓			✓			✓	

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Parent-3

Comments

(1) Joe is a very eager student. He tries hard and finishes his work. He is interested in science.

(2) Joe has made real progress in reading. He has advanced an entire grade level in 6 weeks time.

(3) Joe's interest in science has helped his reading. The reading teacher and I have designed an individual reading program for him based on science.

(4) Joe is now reading very well. He is happy & loves school.

86

87

TALL TREES ELEMENTARY SCHOOL

SCHOOL YEAR 19 76 - 77

NAME Joseph M Sluder ADDRESS 860 N. Pleasant St

GRADE Fifth PARENT'S NAME Marsha Sluder

	u	s	e		u	s	e		u	s	e		u	s	e	
Reading	✓				✓											
Language Arts	✓				✓											
Mathematics	✓				✓											
Spelling	✓				✓											
Geography	✓				✓											
Science	✓				✓											
Social Studies	✓				✓											
Physical Education	✓				✓											
Art	✓				✓											
Music	✓				✓											
Remedial Rdg. Special Subjects		✓				✓										

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Comments

(1) Joe is having problems in every area. He reads only at the third grade level.

(2) He has spent much time in the principal's office this year.

(3)

(4) 80

85

Parent-4

School Psychologist

Joe was referred to me by his principal and his teacher for testing. It seems that Joe is not only having trouble with academics, but poses a real behavior problem as well. In early September I tested Joe and found him to be either bored or threatened by the testing material. He seems to feel that his parents, teachers, and classmates think he's "crazy," and he related instances where other children were calling him "that crazy kid."

During our two day testing session I saw very little evidence of the behavior problem that had earned Joe the name "hell on wheels," from other teachers in the school. I began to feel that his poor behavior was a result of undue academic pressure put on him in a fifth grade situation -- when he is functioning only at the low third grade level.

Joe has many interests, from gardening to CB radios, to birds and the way they build their nests. What information he has gathered, he appears to have analyzed and integrated properly.

If I had a couple of sessions per week with this kid, I know it would make a difference. I would like to get into some counseling with these children but my role as delineated in the county manual is only to test.

Psychological Examination

Subject : Joseph M. Slick

Date of Birth : Scorpio, 1964

Dates of Evaluation: Sept. 12 - 14, 1976

Examiner : R. P. MacMurphy, School Psychologist

Referral:

Joe was referred for evaluation by the Commonwealth of Virginia owing to poor academic progress and possible emotional problems. According to available records, Joe began having difficulty in school in the second grade and the youngster repeated third grade. To date, according to his teacher, Joe is barely reading at the third grade level and cannot seem to participate adequately in fifth grade activities. Joe's lack of participation has lead to behavioral difficulties, particularly fighting with and teasing other children and the use of obscenities. Joe's teacher describes these behaviors as primarily attention seeking.

Behavioral Observations:

Joe is a tall, blonde, right-handed male with crisp brown eyes and an engaging smile. I felt that he related quite well to me, although he appeared to be rather nervous. Joe's first comment to me was, "I know why I'm here. My teacher thinks I'm crazy and you're gonna give me some tests to see if I'm crazy." I assured Joe that that was not the case but Joe continued to describe his poor academic work. "I can't do math problems," he warned, and "I'm only gonna work til I feel like quitting." But although Joe appeared to be the "tough guy," I was surprised that he became so interested in the items on the tests.

Tests Administered and Test Results:

Wechsler Intelligence Scale for Children, Revised
- Verbal I. Q. = 81
- Performance I. Q. = 78
- Full Scale I. Q. = 80

Developmental Test of Visual-Motor Integration (VMI) Test Age = 7 years 2 months

Bender Visual-Motor Gestalt Test Test Age = 8 years 10 months

Peabody Picture Vocabulary Test Form B Test Age = 11 years 4 months

Wide Range Achievement Test, Level II
- Reading grade level = 2.8
- Spelling grade level = 2.0
- Math grade level = 2.7

Human Figure Drawing
Kinetic Family Drawing
Incomplete Sentences for Children
Rorschach

Interpretation of Test Results:

Joe was functioning in the Borderline range of Intelligence on the WISC-R, where he displayed approximately equal verbal and performance capabilities. There was, however, considerable variability in Joe's functioning across various subtests, with his poorest development (in defective ranges) being in verbal comprehension and visual organization. His most advanced performance, in the Borderline to Low Average range, was on a subtest requiring expressive vocabulary. There was also considerable intra-test variability in Joe's functioning on the WISC-R at times; he failed early items and then passed more difficult items on the same subtest. This variability seemed to relate to anxiety as well as to possible gaps in Joe's information and understanding. Joe obtained a Mental Age of 11 years and four months on the Peabody Picture Vocabulary Test, a measure of receptive word recognition. This was significantly more advanced than his capabilities as measured by the WISC-R, indicating Joe can identify more words than he uses expressively.

Joe's performance on the two visual motor tests indicated that he experiences difficulty with his planning and organizing of the more unstructured Bender materials, and his drawings characterized by some distortions, but many erasures. Some materials seemed to put Joe into a reflective mood and he lost sight of the task at hand.

Joe's academic attainments, as measured by the Wide Range Achievement Test were early to mid second grade. Joe demonstrated very poor word attack skills and considerable confusion with long and short vowels and two and three letter blends. Joe seems to have developed a barely functional sight vocabulary beyond which reading is practically impossible.

In the human figure drawing, Joe drew his grandmother because "she is nice to me." Body proportions were adequate and features present and well placed. On the Kinetic Family drawing Joe left out his older brother but drew his father and his father's gardening implements in great detail. Significantly, Joe completed sentences which indicated a real struggle maintaining a positive self concept on the one hand, and a "tough guy" front on the other. On the item, "I'd rather be..." Joe completed it, "I'd rather be in Norganza (a juvenile detention center)," and "The things I can do....," Joe added, "Nobody cares about." On the Rorschach Joe displayed latent signs of hostility, aggression and anger.

Diagnostic Impression:

Severe academic problems but possessing more intelligence than is measurable by these instruments. Joe is a pot about to boil over. He wants to do well in school but feels there is no hope for him. Possibly learning disabled and somewhat emotionally disturbed.

Recommendations:

Joe is desperately in need of some academic success experiences. He needs some individual help to build up his confidence and to show him that he need not relegate himself to the position of "dummy" in his school setting.

Possibly the parents could hire a tutor for Joe or enroll him in the Big Brother program.

Special class placement is not out of the question because test reports indicate that over the school years, Joe's I. Q. score as well as his academic levels have steadily decreased. Possibly special education for the mildly retarded would provide Joe with the individualized attention that he needs.

In addition, some form of psycho-therapy might benefit Joe. He seems to harbor hostile feelings toward his sibling and fear that his parents will send him away. Therapy that would include the parents at crucial points along the way is also recommended. Continued punishment of Joe by his teachers and the principal seem to make him more aggressive and hostile.

INDIVIDUAL EDUCATION PROGRAM

Child's Name *Joe Slick* Date Referred To Committee *October 1, 197*

School *Tall Trees Elementary*

SUMMARY OF PRESENT LEVELS OF PERFORMANCE

Joe is below grade level in reading and math. His word comprehension is relatively high as is his word/picture vocabulary. He has done well on "general information" instruments and he seems to have a good understanding of the world around him. He has shown good deductive reasoning in writing experience stories.

There is a possibility that his eye-hand coordination is poor. This requires additional assessment for it may be the cause of some of his academic problems. Joe can relate well to his teachers as evidenced by his relationship with his 4th grade teacher and the developing relationship with his resource room teacher. Much of Joe's anti-social behavior seems to stem from his inability to perform classroom tasks.

PRIORITIZED LONG-TERM GOALS

I. To improve in reading and math as measured by standardized test and teacher designed instruments.

II. To assure that Joe is given opportunities to see a direct relationship between self-confidence and self-achievement.

III. To improve in skills requiring eye-hand coordination.

IV. To help Joe "get along" better in an academic setting.

SHORT-TERM OBJECTIVES	SPECIAL EDUCATION & RELATED SERVICES	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
I. Reading A. Individual program developed to increase sight word vocabulary drawing first upon Joe's areas of interest measured by teacher made test.	A. Reading Teacher Resource Room Teacher/ supplemental reading materials/teacher made materials	A. Resource Room Teacher/ Classroom Teacher, Reading Teacher (as more materials are developed and as the classroom teacher becomes more familiar with teaching techniques he will assume more of the responsibility. This will be true throughout Joe's program.	October 8	December 1
B. Increase proficiency in vowel/consonant blends to develop ability to deal with unfamiliar words (as measured by teacher made test)	" "	" "		
C. Show an increase in individual reading through selection of materials. (Teacher designed instruments). Final reading evaluation made using standardized test.				
II. Math A. Will increase in ability to do addition and subtraction through teacher designed materials capitalizing on Joe's strengths. (Teacher developed instruments).	A. Resource Room Teacher/selected materials, teacher designed materials	A. Resource Room Teacher/ Classroom Teacher	October 8	December 1

SHORT-TERM OBJECTIVES	SPECIAL EDUCATION & RELATED SERVICES	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
B. Develop word problems in Joe's areas of interest. There will be addition and subtraction problems. This will reinforce reading skills as well as basic math skills.	*B. Resource Room Teacher/selected materials, teacher designed materials*	*B. Resource Room Teacher/ Classroom Teacher*		
C. Beginning with Joe's minimal grasp of regrouping in subtraction, teacher will use a variety of materials to further understanding.	*C. Resource Room Teacher/Classroom Teacher, supplementary materials/teacher assigned materials.*	*C. Resource Room Teacher/ Classroom Teacher*	*November 1*	*December 1*
D. Given success in teacher regrouping a program will be designed to teach concepts of multiplication (teacher designed instruments)			*November 15*	*December 1*
III.Joe will have a complete physical including thorough eye examination.Program may be changed as a result of examination.	*III. Resource Room Teacher/Classroom Teacher. Support from Resource Room Teacher in the regular classroom*	*III. Classroom Teacher*	*October 7*	*December 1*
IV. Teacher will design situations to include an increasing number of Joe's peers so that Joe may experience success in a group setting.	" "	" "		

PLACEMENT DECISIONS *Joe will spend 2 hours per day in the resource room to start program. This will decrease as Joe progresses in basic skill areas and as the classroom teacher develops the necessary materials and skills to work with Joe.*

PERCENT OF TIME IN REGULAR CLASSROOM

60% increasing to 80%

FOR THE COMMITTEE RECOMMENDATIONS FOR SPECIFIC PROCEDURES/TECHNIQUES, MATERIALS, INFORMATION ABOUT LEARNING STYLE, ETC.

Resource room teacher and reading teacher will help the classroom teacher in the selection of appropriate materials. They will also help in the development of teacher made materials.

CRITERIA FOR EVALUATION OF ANNUAL GOALS

Initial evaluations will be made in the skill areas using teacher made instruments. Following satisfactory performance on such materials standardized test will be used. Joe may be expected to improve at a rate of one month (on standardized test) per one month of instruction.

Assessment of social behavior will be determined by teacher observation reports.

COMMITTEE MEMBERS PRESENT

DATES OF MEETINGS

APPENDIX D

IEP Simulation Activity - Lissa Carlo

Proceed with directions and distribution of data as in Joe Slick. This simulation differs from the first one in the following ways:

A. Roles

parent
director of special education
principal - Camelot School
diagnostician
teacher of the physically handicapped
observer

B. Chairperson

The director of special education is the designated chairperson of the Committee.

C. Parent Role

Since the parent requested that the Placement Committee convene, the parent is present at the meeting at all times.

D. The Observer

The observer functions to assess group process. Specifically, the person designated "observer" keeps a list of helpful and hindering comments made by group members. In addition, the chairperson may ask the observer to play an additional role. If asked, the observer takes on a role (most likely the teacher of the gifted and talented program) but continues to take notes on group process.

NOTE: The workshop leader should meet with the group of designated observers in private prior to the beginning of the Committee meeting. Explain note taking and additional role playing to them and have them share notes with group members after Lissa's IEP is completed.

THE DEVELOPMENT OF AN INDIVIDUAL EDUCATION PLAN

Directions

1. Read the following statement carefully:

Lissa Carlo is seven years old and severely physically handicapped. Since birth she has had cerebral palsy and her involvement is to the degree that maintenance rather than developmental therapy is the only avenue open to her.

But, it appears that Lissa is an extremely intelligent little girl.

Four months ago, Gerry, the boyfriend of Lissa's older sister, designed and built a form board for her. The board contains an illuminated tray and a series of video cassettes complete with numbers and symbols. Using a knob attached to a helmet, Lissa can punch the appropriate symbol to make words, phrases, and sentences.

During the last 4 months Lissa's teacher and parents have become concerned that Lissa is too bright for her educational setting. Currently she goes to school at the Tri County Center for the Orthopedically Handicapped.

This Placement Committee has convened because:

Lissa's parents feel that Lissa should spend some time in a regular public school and, if appropriate, some time in a class for gifted children.

2. Your job is to function as a responsible member of the Placement Committee, and to assist in the writing of an IEP.
3. You will assume one of the following roles: teacher, parent, principal, diagnostician, Special Education Director, or observer.
4. You will be given a package of information that will help you determine Lissa's placement.
5. Read the data you have been given. Do it quietly and thoughtfully and make notes, if you like.
6. Use the appropriate pages in Functions of the Placement Committee Manual as your guide to develop an IEP.
7. With your group develop an IEP for Lissa.

Lissa's Parents

Lissa is seven years old and our third child. She was born when her mother was forty-one years old and frankly she was a "little surprise." Lissa's sisters are 22 and 15 years old.

We weren't prepared for Lissa. The pregnancy was normal and we were in a state of shock for weeks after her birth. But she has been a joy to us in many ways and we've been fighting family and public pressure since she was born. First, we were adamant when the pediatrician suggested institutionalizing her. "She'll be nothing more than a vegetable" were his exact words.

Well, we knew Lissa was bright but we never expected this. It all started with the form board. One of her sister's boyfriends took an interest in Lissa. He's an engineering student at UM. He figured out a way to fit video cassettes into a lightup board so that Lissa can use a symbol language to communicate. She punches the symbols with a knob attached to the helmet she wears and talks with anyone about anything!

Lissa likes to read and likes music and we knew she had special interests in this area. But we always thought it was because she had older sisters who often were her only playmates, so she had to stay on top of things. But through her work on the form board we've found out that Lissa might be a gifted child. That's why we requested this meeting. Lissa is in public school, yes--but it's a school for

the orthopedically handicapped--we want her in a regular school. She needs to be with teachers--skilled academicians--in addition to therapists.

She can't get the stimulation she needs when she's in class with retarded kids. The school has tried placing her in classes with the older students but Lissa is a little girl. Socially it isn't right. She should be in a regular school and get in with a gifted group her own age.

Let me tell you a little bit about Lissa's social development. Before she got the form board she didn't have but a few girl friends but these kids go to the neighborhood school and didn't have much in common with Lissa. But when Gerry (my daughter's boyfriend) engineered that board, the neighborhood kids got interested. They thought because Lissa had such garbled speech, she had nothing to say. I must confess that we thought that too, sometimes. But now she plays tic tac toe, hang-the-man and even knock hockey with kids her own age. She's thrilled, we're thrilled, and her friends are amazed.

Yesterday was the tenth day in a row that neighborhood kids have met the van that brings Lissa home from the special school. They can't wait for her to get home. Not only do the kids play with her, they help us and her sisters with the exercises and make tracks for her to run on in her chair.

We had been thinking that we ought to investigate regular school placement for Lissa but the event that brought us to the school was when Lissa cried one morning before the van came to pick her up. She banged--literally banged--out on her form board that she hated Tri County and wanted to go to school with her friends. We are afraid that this bright youngster will end up hating school if she stays where she is. We'd like to see the regular elementary school try to work out a placement for her.

IEP Simulation

Director of Special Education

Prior to this team meeting I have talked to Lissa Carlo's parents, her special class teacher, the principal of her neighborhood school, and a diagnostician at the Regional Learning Center who spent a day with Lissa.

From all of the information I have gathered I am convinced that Lissa Carlo is an intelligent girl--very much so.

I have been out to Tri County five times, each time spending time with Lissa and her teacher, both individually and in small groups. I am a little alarmed that Lissa is not as interested in school today as she was when I observed her. Quite possibly the academic challenges she needs do not exist at Tri County.

The Camelot elementary school is not only Lissa's neighborhood school, it also has one of the few programs for talented children that our system offers. Lissa would get the academic work she needs--provided the teacher will work with her. I've spoken with the teacher, and found that he holds a master's degree in gifted education. He admits that he has never worked with a severely handicapped child and is a little apprehensive about doing so. And, the teacher is adamant about his need for an aide to help him with Lissa.

But that's only part of the problem. The special enrichment class meets only in the afternoons, three days a week. Right now

Lissa has therapy in the afternoons at her special school. So, even a part time placement will conflict with her schedule. Then too, where will Lissa be when she's not in the enrichment class? From what the principal tells me the two second grade teachers have heard via the grape vine about the possibility of Lissa's coming to their classes and they are terrified. One is even threatening NEA action to prohibit Lissa's inclusion in either second grade class.

Personally, I am not nearly so worried about getting the aide Lissa needs or building one or two ramps. I know I can scare up the funding for those things. I am terribly concerned about the attitudes of the people at the local school level.

When I spoke to the principal he was dead set against having Lissa in his school. But--these parents are no dummies. If I don't settle this to their liking--or make a credible compromise with them--we'll have the law breathing down our necks.

I am a special educator--been one for 24 years. Years ago I would have said no to any proposal of this nature. Now, I see the efficacy of a placement in a regular class for this child. And I wonder how many other CP kids have been gifted or talented but whose skills have been trapped inside their handicaps. I understand what's needed, the special teacher at Tri County understands as well, but how in the world do we get the regular educators to see it our way?

IEP Simulation

The Principal--Camelot Elementary School

I've heard a lot about this federal law 94 whatever it is. I know that handicapped kids must be mainstreamed and I've worked hard to get many of the LD kids out of the self-contained program here at Camelot and into regular classes. I don't believe in this labeling thing and I have seen for myself that children do better when they aren't segregated into full time special classes.

But this is too much.

I have seen this kid and I have been invited to Tri County to observe her in her special setting. Yes, she is bright. Not only that, she is personable and friendly and quite frankly I did not expect this little bit of a thing to zip over to me in her electrified wheel chair and offer to shake hands and talk on that form board. At the request of her teacher I sat down with her and had a chat. She talked about football and about the kid who made this board for her. She asked me if I had children and where they went to school. I was impressed with her use of the words "address" and "adventure" and her description of the pictures she saw in National Geographic.

But I wouldn't be honest if I didn't say that a kid in a football helmet, drooling all over herself isn't a bit disconcerting.

I understand that if she comes to Camelot, even on a part time basis, she will need an aide to get her to the girls' room and to

help her with lunch. Not only that, she will need lots of special attention from whatever teacher she has. I don't know if any of my teachers will go for that. She'll be a distraction to all of the other kids and cause them to ask a lot of questions about handicaps that the classroom teacher might not be able to answer.

In our school we have a teacher who takes gifted kids for enrichment programs. I suppose this is where Lissa's parents want her to be but I am against it.

First of all, who gives me the money to hire the aide? We don't have one ramp on the building so we'll have to construct one so she can get in and out of the school. Where do I get the money for that? And, what sort of special equipment do I need? I don't even know that at all!

I've been to the school Lissa attends, talked to her parents and to the Director of Special Education. I feel that the district ought to hire a private tutor for her--someone who can teach her on her own level--but keep her at the Tri County Center. We can't be expected to devote so much time, money, and attention to just one child.

Diagnostician--Regional Learning Center

Because I am a testing specialist who has had some experience evaluating physically handicapped children, I was contacted by the director of special education to test Lissa Carlo.

Let me tell you that that was no easy assignment. As a result of my evaluation, using specially adapted testing materials and instruments I am able to say with some degree of certainty that Lissa is a highly intelligent child.

First, however, let me give you a little background. Very few tests are standardized on a physically handicapped population, so traditionally, physically handicapped children have been evaluated with instruments standardized on children who have learned the desired responses from their interactions with their environments. In Lissa's case, her interaction with her environment is limited by the severity of her handicap.

Another difficulty is that even when tests are designed with the handicapped child in mind, the tests often reflect the severity of the impairment rather than the child's level of intellectual functioning. I searched for tests that were or could be adapted to measure Lissa's level of skill. What we do not need here today is a test battery evaluation that puts into psychological jargon the problems we already know exist.

As a diagnostician I attempted to establish the best testing environment that I could for Lissa. I assessed her movement capabilities and with her teacher we decided that she should be placed in a relaxed position lying on her side. We kept her knees flexed and supported her entire body with pillows. In this way Lissa could respond by pointing, by using eye and head movements, and by swiping at a roly-poly to indicate affirmative or negative responses.

The entire period of diagnosis took four hours, spread over five days' time.

When I learned to use Lissa's video form board, I was also able to modify testing items and materials to fit the symbol code Lissa uses on the board. During the last two hours of testing, I used materials modified for her board.

To complete Lissa's educational diagnosis the following testing materials were used:

Ammons Full Range Picture Vocabulary Test

French's Pictorial Test of Intelligence

Peabody Picture Vocabulary Test

Columbia Mental Maturity Scale

Irwin-Hammill Abstraction Test

Carrow's Test of Auditory Comprehension

It is important to note that the complete texts of all of these tests were not used. Instead, I adapted individual materials and subtests to attempt to get an accurate picture of Lissa's functioning.

Name: Lissa Rae Carlo Birthdate: Nov. 6, 1969

School: Tri County Sch. for the Orthopedically Handicapped Date: Jan 1, 1977

General Statement

On each of the six tests administered Lissa scored between the 96th and the 99th percentile. Grade level equivalents fluctuated between 8th grade on spelling to "12th and beyond" on comprehension and analysis. The following are salient interpretations of each test. I can furnish specific raw scores and conversions upon request; however, I feel that my interpretations, hopefully written in standard English, will be of most help to the Placement Committee:

Ammons Full Range Picture Vocabulary Test

The Ammons test is one of the few tests that can be used with little adaptation with a severely impaired child. Although the test indicated that Lissa's comprehension and abstract analysis falls in the 95th percentile, the testing materials (which I enlarged) indicated that Lissa suffers from a disturbed perceptual mechanism. Simply, Lissa has problems with figure-ground and with perception of a gestalt--or a whole. During the past year Lissa has used large type books, four plastic page liners per written page and an automatic page turner that has helped alleviate the problem. The Ammons Scale indicates that some perceptual training would be useful if conducted on a consistent basis. Incidentally, this figure-ground difficulty is common to many severely involved cerebral palsied children.

Peabody Picture Vocabulary Test

This test--which I am sure is familiar to many of you--determines levels of functioning in a number of different areas. For Lissa I modified materials and devised a yes-no signal with the roly poly so that she could respond to most of the items in the subtests.

Lissa scored into the high school range on each test but she was particularly high in abstract concepts, word meaning, synthesis and analysis, and usage. I would suspect that Lissa's volume of reading material accounts for her high scores in this area. It is not uncommon for this seven-year-old to spend four to five hours per day reading and listening to tapes.

Columbia Mental Maturity Scale

This test is the only instrument devised for measuring the intellectual functioning of children between three and nine years of age who possess combined manual and verbal difficulties. The non-motor and non-verbal responses are composed of form matching, discrimination, and matrix completion items. Lissa's scores translate into an indication of intelligence exceeding 140.

Irwin-Hammill Abstraction Test

I used items from this test because it is the only instrument standardized on a population of cerebral palsied children. The test is presented orally and is adapted to a pointing response. The child

is read a stimulus item and asked to discriminate between the differences or the similarity of an analogy. On this test Lissa did not miss any of the 46 items, giving her an interpreted score of "adult - competent" and a translated IQ of 151.

French's Pictorial Test of Intelligence

This test, which again requires only a pointing response, assesses the ability of handicapped children between the ages of three and 8 years. I used the following items with Lissa:

* identifying picture vocabulary
* discrimination of forms
* comprehension of number concepts
* recognition of similarities
* recall and comprehension of general information
* recall of visual stimulation

Once again Lissa scored "off the charts" but this test pointed out unusual strength in number comprehension--she now possesses the ability to comprehend positive and negative numbers and simple algebraic equations and that she is aware of the world around her to a degree I previously had not thought possible. Each item in the "general information" category triggered her discussion of either politics, international events, or basic history.

Carrow's Test of Auditory Comprehension

I used this test because items were spaced well and required Lissa's use of her form board to a greater extent. The test assessed

language skill in morphological, semantic and syntactical structure. Lissa has a clear grasp of grammar and usage and her form board has already given her a facility with another language (i.e., the symbols on her board). Her fine head for the etymology of words and word families helps her develop useful symbols.

Diagnostic Impressions

Socially and emotionally Lissa is an extremely stable little girl. She had no qualms about telling me that she was tired and needed a rest or that "You don't need this (test) to find out that I read well." She has aspirations of becoming a composer and the young man who designed the form board is preparing a video cassette which will contain musical notation. Lissa is anxious to write music and lyrics.

When I arrived at Tri County for our first session, Lissa typed "book" on her board. I rummaged through my testing materials for a book but Lissa impatiently typed "purse." It seemed that she wanted to look at the copy of All the President's Men that I had in my pocketbook. She later told me that Linda and Gerry had taken her to the movie and that she enjoyed it. During the course of our sessions together, Lissa asked me for my checkbook. She explained what "overdraw" meant and told about how her father showed her how to balance a checkbook.

Her father appears to be the dynamo behind Lissa's surprisingly adequate sense of self. He feels that she could be a computer analyst or programmer and when we talked he noted that "just because my girl

has a crippled body is no reason to neglect her mind." He feels that, technology being what it is today, Lissa may have the devices she needs to do all sorts of thinking and representation.

There is no doubt that Lissa is an extremely bright child. In addition I feel that she does not belong in a class where only one child is at grade level and one is a Down's syndrome retardate. Yet, regular class placement may be difficult considering her physical involvement. But she does need far more academic stimulation than she gets currently at Tri County.

IEP Simulation

Lissa's Special Class Teacher

I am Lissa's teacher at Tri County School for the Orthopedically Handicapped. Lissa is in my primary group and I teach her reading, math, social studies and music appreciation. In addition, I function as Lissa's primary therapist. Each afternoon I engage Lissa in individual and small group physical therapy activities. In one year's time I have toilet trained Lissa and we are making good progress toward the development of independent eating skills.

Lissa is the classic, textbook variety of the severely involved cerebral palsied child. Had she been born twenty years ago she would not have lived but medical technology alleviated a respiratory difficulty apparent at birth.

Lissa is the kind of handicapped child that people stare at. She cannot walk (she gets around in a motorized wheel chair), she has very little gross motor control and no fine motor skills to speak of. Her speech is unintelligible and no one would have known that she possesses the fine mind that she does, if a specially engineered electric form board had not been designed for her. The board, which Lissa operates with her head (she wears a football helmet with a knob attached to the front) permits her to communicate in simple phrases and complete short sentences.

Since I have been working with her on the board--for the past four months--I am convinced that her vocabulary and her comprehension is every bit as good as a junior high school student. In fact, her best friend in the school is a fourteen-year-old CP girl who gets library books for her.

When I teach Lissa different subjects and different skills I use an assortment of video character tapes designed for use with the board. When I insert the cassette into the device under the board Lissa can do math, language and social studies lessons. We are waiting for a music character tape to be finished. Then we will do musical notation with her.

I am concerned that Lissa's extreme physical impairment will inhibit her intellectual development. Because I am her therapist in addition to her teacher, I am acutely aware of her need for physical therapy. Without a rigorous therapeutic routine Lissa will experience an atrophic muscular condition. Put simply, without consistent exercise and manipulation of her arms and legs, the muscles will waste away.

Yet, I cannot give her the academic stimulation that she needs. At this time I work with Lissa in a group of five primary children. The most advanced child in the group (excluding Lissa) reads on the third grade level and one child in my class is trainably retarded. We've tried Lissa in groups with older children but the interests of

a seven-year-old are vastly different from the secondary school students who are her academic match.

Last year I was against placing Lissa in a regular school. I know how cruel children can be and she would need an aide to take her to the toilet and to help her with her lunch. But last month Lissa told me, via her form board, the plot of Little Women and asked that an algebra character tape be made so she could learn math like her sister in tenth grade is doing. It seems she helps the older child with her homework.

Clearly she needs more academic activity than I or any other teachers in Tri County can provide.

When I received an invitation to this Placement Committee meeting I thought it would be helpful if I prepared a summary statement of Lissa's skills. Please excuse the informality of this report but it has been only fairly recently that anyone knew that Lissa was as intelligent as she appears to be.

TO: Placement Committee Members

FROM: Molly Malone--teacher--primary group--Tri County School for the Orthopedically handicapped

RE: Lissa Carlo

GENERAL INFORMATION

Lissa Carlo is a seven-year-old severely involved cerebral palsied child. On gross motor developmental scales she scores three SD below the norm for her age and 1 SD below the functioning of 90% of CP children. Her fine motor skills cannot be determined. Lissa is toilet trained and feeds herself with help. She wears a football helmet so that she can participate in learning activities independently.

READING AND LANGUAGE DEVELOPMENT

Using Lissa's form board to answer questions on the WRAT and the Wechsler Scale Lissa tests in the adult range. Her first IQ score fell between 125 and 135. Although her spelling is her weak area (6.2) she comprehends tenth grade reading material. The spelling score is not accurate, however, since Lissa has used the form board for only four months. Prior to that I did only primary spelling with her. With the form board, Lissa is learning grammar and forms. She knows and uses periods, commas, semi colons, exclamation points, apostrophes, and indents each paragraph she "writes." In the last year Lissa has read and reported on the following books:

* Winnie the Pooh
* The Velveteen Rabbit
* Charlotte's Web
* Little Women
* Nancy Drew's Island Adventure
* Nancy Drew and the Mysterious Stranger
* Clint Lane--Plebe Year
* The Truth About Sharks
* A Whittle Too Much
* Jane Eyre (adapted)
* Misty River
* National Velvet
* A Place of Her Own
* Grimm's Fairy Tales

MATHEMATICS

Lissa can add, subtract, multiply, and divide. She can solve three-step per cent problems and four-step word problems from the sixth grade math textbook.

It is great fun for her to write out a problem on the form board and give it to her fourteen-year-old girl friend to solve. She calls this game "I've Got You," and generally she stumps her friend. Lissa's handicap has prohibited her from doing the usual pencil-paper figuring that most children do to solve problems. Lissa apparently has worked around the handicap. She does it all in her head.

SOCIAL STUDIES

Lissa has social studies with the upper elementary group. She has studied the Constitution and she can name her state and local Congress people. During class she dictated a letter that the class sent to our state Senator. The letter told about physical barriers and asked that the Washington Monument be made accessible to handicapped children. Lissa also recommended that Tri County develop a student senate to propose new ideas and programs for the school.

SOCIAL DEVELOPMENT

Lissa loves to listen to music. She has tried to play a recorder with the help of her friend but that project has not worked out well. Lissa is too impatient with her friend. But Lissa already recognizes composers and has a decided preference for Chopin and Benjamin Britten. She goes with her older sister when she has a piano lesson and Lissa says that she likes to do that better than anything else. In her limited way Lissa is a class peacemaker. She settles disputes among the other children and when she thinks I've been unfair, she lets me know--on the form board.

And, for the icing on the cake--Lissa was a finalist for this year's Easter Seal Poster Child but when the Society found out that she couldn't talk very well, they disqualified her!

INDIVIDUAL EDUCATION PROGRAM

Child's Name *Lissa Carlo* Date Referred To Committee *October 1*

School *Camelot Elementary School*

SUMMARY OF PRESENT LEVELS OF PERFORMANCE

Lissa has the reading comprehension of a high school student. The same is true of her ability in math. Knowledge of general information is advanced. She has a fine sense of abstract concepts as evidenced by her ability to do problems in her head. She has demonstrated the ability to compensate for her handicap. She shows normal social development for a 7-year-old. She is out-going and willing to try new things. She is not self-conscious and has the ability to put people at ease.

Her levels of academic performance are hindered only by the rate at which video cassettes are developed for her form board.

She requires a program of maintenance therapy so that she can continue to move her head and her fingers and use her wheel chair.

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PRIORITIZED LONG-TERM GOALS

I. Positive social relationships should be developed with academic and chronological peers

II. Need for a strong program of academic stimulation in all areas

II. Need for a consistent program of maintenance therapy.

(II and III carry equal weight in terms of priorities.

IEP - 1

SHORT-TERM OBJECTIVES	SPECIAL EDUCATION & RELATED SERVICES	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
I. Design a social learning environment where Lissa is an on-going part of the program.	I. A. Teacher inservice B. Student preparation C. Transportation D. Adjustments in bldg. E. Para professional	Principal, teacher (Tri County), Lissa's parents, principal has primary responsibility	October 15	December 1
II. Design academic program suited to Lissa's present level of achievement.	I. A. Para professional/ teacher of the gifted B. Therapist, Tri County to support teacher.	Classroom teacher/teacher for the gifted	October 30	December 1
III. Continuation of therapy	III. Training of parents by physical therapist	Parents	October 15	December 1
IV. Receive services that other gifted children receive	Para professional	Teacher of the gifted	October 30	December 1

PLACEMENT DECISIONS - *Will receive services in the gifted class. Therapy will be provided at home and at Tri County*

PERCENT OF TIME IN REGULAR CLASSROOM
100%

FOR THE COMMITTEE RECOMMENDATIONS FOR SPECIFIC PROCEDURES/TECHNIQUES, MATERIALS, INFORMATION ABOUT LEARNING STYLE, ETC.

-III-

CRITERIA FOR EVALUATION OF ANNUAL GOALS

Lissa's academic performance will be evaluated much like her peers' through using specially designed instruments.

It is important that her physical progress (therapy) be constantly checked to make sure she doesn't regress.

Social behavior will be assessed by teachers, principal and Lissa and her parents.

COMMITTEE MEMBERS PRESENT

DATES OF MEETINGS

IEP - 3

APPENDIX E

IEP Simulation Activity - Frank West

Supplementary Simulation

Proceed with the direction sheet and the distribution of data as in Joe Slick.

A. Roles

high school principal
teacher - educable mentally retarded class
parent
vocational education counselor
math teacher
industrial arts teacher
(OPTIONAL) Frank West - the student himself

B. Frank West is eligible for special services.

EDUCABLE MENTALLY RETARDED (EMR) TEACHER

I am the teacher of the self-contained EMR class at Crescent Point High School and quite possibly I am the only teacher with whom Frank West has had consistent success experiences in school.

Our class is small - we have only 16 students - and IQ scores range from 60 to borderline. Frank is definitely a borderline student with low average ability and in many ways he does not adapt socially to the group.

In class he has moved his desk to a far corner and barricaded himself behind cartons and carrels. Some days he refuses to talk with any member of the class.

But I have been able to reach Frank in many ways. It takes some time and a little patience to motivate and interest him in an academic task but when I manage to capture his interest, it pays off. I have Frank for language arts, social studies, and science each day and I've combined the separate courses into long-term, related units of study. For example, in social studies we considered the energy problem, in language arts we wrote letters of inquiry to corporations and to elected officials, and in science we related our work to soil erosion, strip mining, water pollution, and solar heat.

Usually, before I begin a unit, I meet with Frank and ask him what direction he would like his work to take. During a unit on psychological behavior (in language arts) Frank chose to study violence at hockey games as it related to the behavior of fans. He maintained an extensive newspaper and magazine clip file and eventually wrote a report on the subject. Of course, Frank's reading ability is low so his report is not the most scholarly but he made an effort to write complete sentences and to spell the words correctly and I believe that that is definite progress for Frank.

During a social studies lesson on draft evaders, Frank dictated a long discussion of evasion, desertion and pardon. It was well thought out and quite interesting.

But, Frank is not in class consistently enough to make a difference. He takes shop and math on a "mainstream" basis and has been suspended from school on several occasions because he got into shouting matches with his teachers. Once the guidance counselor suspended him for using abusive language during a discussion on Frank's career opportunities!!!

Frank is an average boy who has difficulty in school. Long ago his reading problems were never corrected and I see it as my primary responsibility to make Frank a functional reader before he leaves Crescent Point. But I cannot be successful with Frank when his other teachers continue to suspend him. Once he cut a math class and was suspended for a week. I am very frustrated working in a system where the punishment is the same as the crime. I am not surprised that Frank is confused as well.

I believe that Frank wants to learn. He does not enjoy his special education class and frankly I feel that if he had accepting teachers Frank could function in regular classes all day long. But Frank will try hard when I interest him. He is interested in the newspaper and he comes to class with a paper about three times a week. On those days I don't care what the curriculum guide says, I teach Frank at the teachable moment.

This IEP conference comes at a good time. I believe we need to discuss Frank and what I see as the school's resistance to working with him in a more mainstreamed setting. The new law talks about the "least restrictive environment." I am hoping that the regular education community will begin to realize that slower kids like Frank have as much right to regular class placement as do other more able children. I am convinced that a change in teacher attitude could mean success for Frank in school. I believe that Frank has a chance at graduating if his teachers would work with him a little more and give him the chance he deserves.

Dear Frank,

Your report on violence in hockey is very well done.

Look at your report and fill in the blanks.

1. There is violence in HOCKEY.
2. Little kids see violence on toVe.
3. The "3 man in" rule helps stop fights.
4. Hockey started in Canada.
5. When a player is kicked out of a hockey game, he goes to the ~~pently~~ box.

Thank you.
Sincerely,
Mr. Bremer

There is VIOLENCE in Hockey!

by Frank Wet

Many years ago ICE HOCKEY STARted in CANADA. ~~It cot~~ caught on in the U. S. A. in the 20ies.

Now many people, especially little boys play ~~the~~ sport. But it has become violence. Even with the little tikes.

I believe this because on t. v. (television) kids

P. #2

see the hockey players therselfs do mean things.

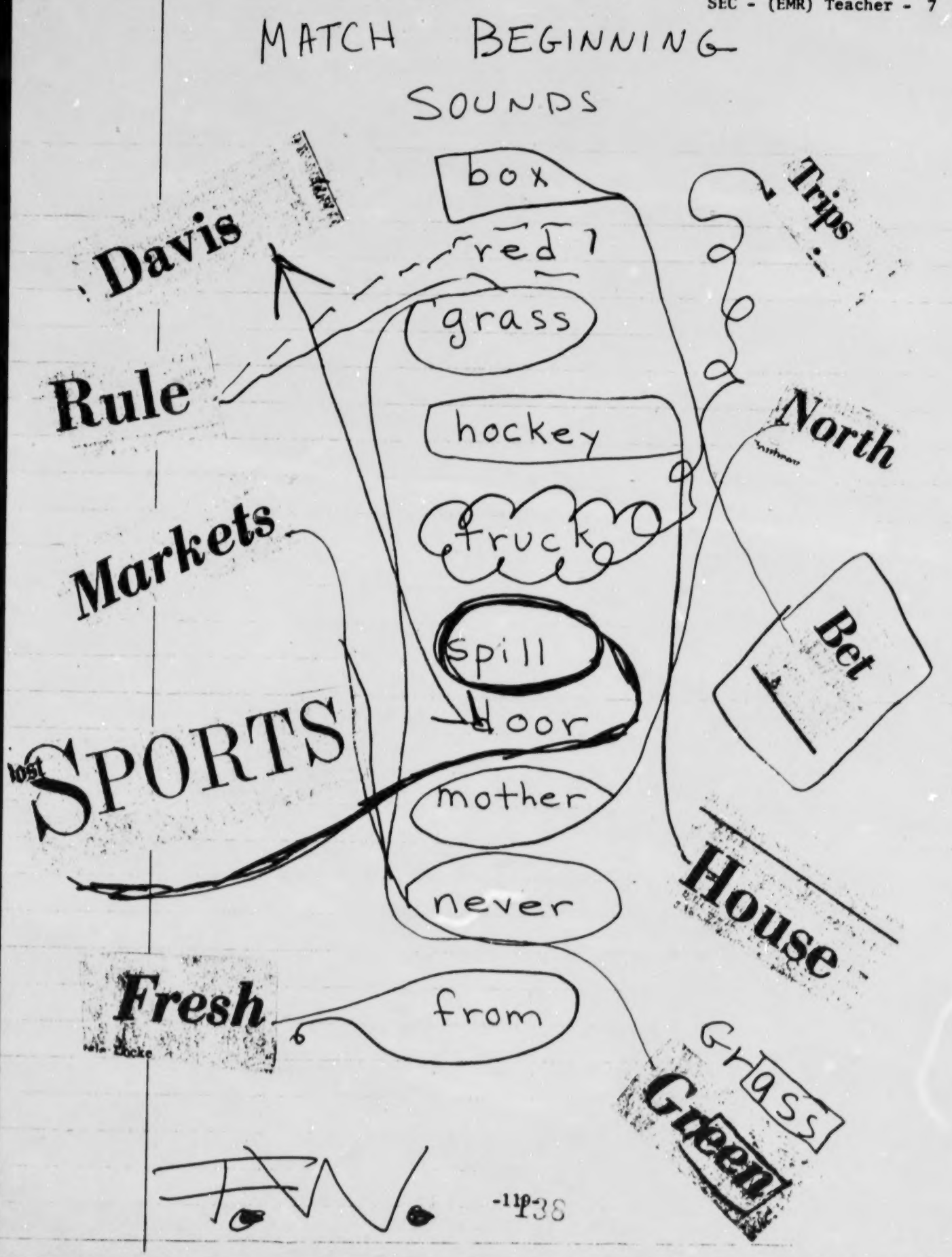
By this I mean that they beat up on other team players. They will even get down to fits fights and outnout ~~but~~ brawls.

The National HOCKEY LEGE made the "3rd man in" rule to stop all the brawls.

Page 3.

Where, if a guy is No. #3 person into a fight he is <u>automatically</u> kicked out to the penlty box.

But even a rule such as this cant' help kids who see violence from there heroes.


MATCH BEGINNING SOUNDS
box
red
grass
hockey
truck
spill
door
mother
never
from
Davis
Rule
Markets
SPORTS
Fresh
Trips
North
Bet
House
Grass
Green

PRINCIPAL

I am the principal of the Crescent Point High School. I have been alerted to the fact that I am required by law to write an IEP on every special education child in my school. What this means is that I must convene a placement committee for each of the EMR students in the school and for the twenty or so learning disabled students. I am confused and a bit doubtful as to the usefulness of this procedure. All of a sudden the feds are telling us to write down individual education plans. Isn't that what we've been doing all along, for years?

Frank West's EMR teacher is excellent. Frank has had the same teacher for his three years at the high school and they get along very well. The real trouble for Frank began when his special teacher suggested we "mainstream" Frank into a regular math class. I understand that Frank has the skills to do basic mathematics but his reading problems hinder the teacher. Frank gets excited and upset when he can't do the work and he deteriorates into a real behavior problem. I have had to suspend him on a few occasions and the suspensions have become more and more frequent as he behaves more like a smart-aleck tough guy.

Frank has a history of low achievement and poor behavior dating back to grade school. His fourth grade teacher had him sent to the EMR room and he seemed to do better there. But in junior high school he acted up quite a bit and spent time in the office and with an itinerant behavior-disorders teacher the system had at the time.

It has been a struggle with Frank all through his secondary school experiences. I believe that mainstreaming is most effective for the kids who can handle it. We've got two girls from the EMR class who take typing and one girl in business English. But these youngsters try hard and know how to behave.

Frank works best with his special class teacher and he worked harder when he was in the special class full time. I feel his IEP should reflect this and he should be placed accordingly.

CRESCENT POINT SENIOR HIGH SCHOOL

NOTICE OF SUSPENSION

Dear Mr. West,

Your son, Frank, has been suspended from school for a period of 3 days. The reason for suspension is checked below:

- ✓ cutting classes
- _____ fighting
- _____ disruptive behavior
- _____ smoking in undesignated area
- _____ abusive/obscene language/gestures

In order for Frank to be reinstated in school, you must accompany your child to the office of the assistant principal.

Sincerely,

R. Rollins

R. Rollins
Assistant Principal

CRESCENT POINT SENIOR HIGH SCHOOL

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Sincerely,

R. Rollins

R. Rollins
Assistant Principal

Student Number #773421 - A

Student Name Frank West

Address ~~1437 N. Moore Ave.~~

~~162 Spring St.~~

88 Portage Road
Crescent Point, N.Y.

I. Academic Milestones

9/27/69	-	IQ	74	-	Achievement 1.2
1/7/72	-	IQ	70	-	Achievement 2.3
3/19/75	-	IQ	72	-	Achievement 3.5

(Group Administered IQ and Ability Tests)

II. Social Milestones

(Teacher Comments Made at Year's End)

First: Poor Social Development IRD 6/68

Second: Immature BMD 69

Third: Shows interest in the world around him. J. Karl

Fourth: Referred this child to retarded class - O'Neal

Fifth: " " " - enrolled 1972

Sixth: gets along well with peers - OLB

Seventh: Making improvement controlling temper BZ

Eighth: a definitely well behaved young na

Ninth:

Tenth: See attached Bremer

Eleventh:

Twelfth:

Final average _____ Class Rank _____

Social Milestones: I Addendum

Because I feel that one line on a cumulative folder is inadequate for these comments, I will add mine here.

Although Frank West is far behind on measurable academic levels, he has a vast store of general information which "keeps him going," and from which I can plan and motivate him toward academic tasks. Frank's low reading level and concomitant low self-esteem have been a problem for me but in the EMR classroom I have been able to individualize instruction using his avid interest in sports as a base.

This year I have made significant progress with Frank although he is not yet at grade level. He has learned to read and write in sentences and these new found skills have helped him realize his own worth as a person and led him to greater behavioral control. This year Frank is a more confident young man, and with encouragement built upon his real and measurable strengths and skills, he will continue to improve.

B. Bremer

B. Bremer

EMR Teacher

Social Milestones: II Frank West

Once again I will use this expanded format to report on Frank's social development.

Frank is a normal, healthy adolescent boy who is trying out and trying on new roles and role behavior during these very difficult teenage years. He has had emotional outbursts and angry days from time to time but too much attention has been paid to the symptom, rather than to the cause. Specifically, Frank is angry because he feels out of place in a classroom with children of low ability -- some trainable mentally retarded. He feels that he should attend some classes with his friends and when this frustration builds, his anger shows. It is my professional belief that if Frank attended more than just shop and physical education with his peers, he would attain behavioral control much more rapidly.

B. Bremer

B. Bremer

EMR Teacher

CRESCENT POINT PUBLIC SCHOOLS

CUMULATIVE RECORD # 773421-A

Contents: (Check as items are included)

- ✓ group test scores
  dates: 1969, 1972, 1975
- ✓ Individual IQ Scores
  dates: 1972, 1976
- ✓ psychological evaluation (necessary for SE Placement)
  dates:
- ✓ Social Worker Report
  dates: 1972
- ____ Parent Conference Reports
  dates: see "notice of suspension"
- ✓ Annual Report Card Summaries
  dates: First — Ninth
- ____ Behavioral Data - Citizenship
  - ____ citations
  - ____ clubs
  - ____ hall and crossing guard
  - ✓ suspensions and expulsions

CRESCENT POINT PUBLIC SCHOOLS

Social Worker Evaluation January 6, 1972

J. Kane, Home-School Visitor

Because Frank West has been assigned to the classroom for the Educable Mentally Retarded, I spoke to both Mr. and Mrs. West for information, explanation, and permission.

Mrs. West noted that Frank was a normal and healthy baby. Her baby book indicated that Frank passed through the normal developmental levels on time. Frank is the second of three children - two female siblings, ages 14 and 3. Frank is 11 years old.

Mr. West is a mechanic -- a laborer who barely graduated from high school. He admits that he had trouble in school and praises the armed services for having taught him to read and for making "a man" out of him.

Mrs. West dropped out of Crescent Point High School in the middle of the ninth grade.

The West home is clean but sparsely furnished. The majority of decoration is a collection of Mr. West's bowling and rifle trophies.

Both older children were glued to the television set when I arrived and only moved once to refill a bowl of pretzels. The children's clothing was worn, ill fitting, but clean. The 14 year old daughter, who has already begun to develop a "womanly" figure wore a tightly fitting sweater, two sizes too small.

Mr. West dominated all of the conversation. He asked his wife to begin supper and said, "I'll talk to the school folks, honey." Mr. West is happy that Frank will be placed in special education so he will get the help he needs.

J. Kane

J. Kane

Home-School Visitor

CRESCENT POINT PUBLIC SCHOOLS

SUMMARY OF PSYCHOLOGICAL DATA — EMR PLACEMENT

I. Testing Instruments

Slosson Intelligence Test

Peabody Individual Achievement Test

Informal Reading Inventory

Key Math

Informal Reading Inventory

II. Date of Testing

Nov. 1976

III. Results

On the Slosson administered most recently Frank received a MA of ten years two months, while his CA is 15 years.

On Slossons administered previously, Frank at a CA of 11.5 scored an MA of 7.3, and at CA 13.5 Frank's MA measured 9.3.

Peabody Individual Achievement Test

	raw score	grade equivalent	age equivalent
math	47	5.9	11.5
reading	28	2.8	8.0
reading comprehension	24	2.4	7.5
spelling	28	2.8	8.0
general information	46	5.8	11.2

Key Math

Key math total test scores gave Frank a grade equivalency of sixth grade, approximately in line with his score on the mathematics sub-test of the Peabody Individual Achievement Test.

In the computation Frank was able to do all of the addition, subtraction, multiplication, and division problems, and some fraction computations. His score was lowered by his inability to solve word problems -- even the few simple ones on the test.

Informal Reading Inventory - This technique of evaluating a child's reading performance involves the child's reading selected passages from a basal reading series in ascending order and answering questions on each passage. The test determines four levels of the child's performance.

1. Independent - the level at which the child can read and understand with complete facility.

2. Instructional - the level at which the child can be taught and the material is relatively easy for him.

3. Frustration - the level at which a child's reading performance breaks down and at which he is too frustrated in his attempts to deal with the material to learn effectively.

4. Capacity - the level at which a child can understand material read to him.

Frank's performance on this measure yielded the following results:

Independent level - Grade 1
Instructional level - Grade 2
Frustration level - Grade 2.2 to 3.1
Capacity level - Grade 4

The type of reading errors evidenced by Frank on this reading inventory were: dropping word endings; miscalling determiners such as the, that, where, etc.; substitutions of vowel sounds and some omissions. He seemed to try to identify words by configuration and showed poorly developed word attack skills. Even on his instructional level he showed much hesitation and jerky reading patterns. His inability to attain a capacity level of more than grade 4 is felt by the examiner to be a result of poor attending skills caused by hyperdistractibility rather than weak mental comprehension.

Based on the evidence gathered on this diagnostic instrument it can be hypothesized that Frank will be unable to make any gains in reading unless his level of instruction is brought into line with his ability to handle the reading material and he is given specific instruction in the hierarchical continuum of reading skills development beginning at this level.

REPORT CARD SUMMARY SHEET

FINAL AVERAGES

First Grade

Reading Readiness	-	Poor
Social Skills	-	Poor
Math	-	Poor
Handwriting	-	Poor
Motor Development	-	Satisfactory

Second Grade

Reading		
Comprehension	-	Poor
Word Attack Skills	-	Poor
Math	-	Average
Social Development	-	Poor
Motor Development	-	Poor

Third Grade

Reading		
Comprehension	-	Poor
Word Attack Skills	-	Poor
Social Studies	-	Poor
Language Arts	-	Poor
Science	-	Poor
Math	-	Average
Social Development	-	Poor
Physical Education	-	Poor
Music/Art	-	Average

Fourth Grade

Reading	-	D
Social Studies	-	D
Language Arts	-	D
Science	-	F
Math	-	C
Social Development	-	D
Physical Education	-	B
Music/Art	-	C

Fifth (enrolled in special education - EMR)

	5th	6th
READING		
comprehension	B	A
word attack	B	B
oral reading	C	B
MATH		
operations	A	A
concepts	B	A
LANGUAGE ARTS		
usage	B	B
experiential	C	B
SOCIAL STUDIES		
Family	C	C
Community	C	B
The World Around Us	C	B
SCIENCE	C	C
GEOGRAPHY	C	B
MOTOR		
perceptual motor	satisfactory	satisfactory
gross motor coordination	satisfactory	satisfactory
fine motor coordination	satisfactory	good
SOCIAL SKILLS BEHAVIOR	satisfactory	good

SEVENTH GRADE

EMR - Bremer

Language Arts	B Bremer
History	B Bremer
Science	B Bremer
Math	B Bremer
PE	D Schrader
Shop	D Butonelli

EIGHTH GRADE

EMR - Bremer

Language Arts	C Bremer
History	B Bremer
Science	B Bremer
Math	C Bremer
PE	F Fine
Shop	D Butonelli

NINTH GRADE

EMR - Bremer

Language Arts	B Bremer
History	A Bremer
Science	B Bremer
Math	A Bremer
PE	D Fine
Shop	D Butonelli

PARENT - Mr. West

I am Frank's father and I'm angry that I had to call in sick at the plant so that I could be at this meeting today.

Just what are these school people doing? My kid is suspended every other week for all sorts of reasons, then my wife and me have to show up here to get him back in school.

Frank is 15 and 1/2 years old - almost 16 - and he doesn't care too much for school. "Boring," he says, and I sympathize with him. At his age I was more interested in cars, girls, and going to the army than I was in books. But, dammit, it is the school's responsibility to motivate kids. All the kids, not just the sweet, goody-goody, "yes, ma'm" kind. That's why they hire college degree people, isn't it? So they have educated teachers who know all the latest things and know how to get a kid like Frank interested in reading and math.

And, I'll tell you another thing. Frank isn't the brainiest kid in the world, but he's no retard either. Why, there are kids in that retard class who can't write their own names and I've seen them - they won't be living on their own either. When my wife and I gave permission to special class back when Frank was in fourth grade, we were told that Frank needed some remedial help. We never would have signed a thing if we had known that he was never going to get out.

But anyhow, Frank was real excited when he got into that regular math class. His special teacher told us about a new law and that Frank was ready to get mainstreamed. Well, it seems that the math teacher doesn't want to work with any kid who isn't right up there at the grade level. He gave Frank a real rough time about his reading problem and what started out as a good experience for my boy has turned into a disaster.

Now, I'd be the first to admit that Frank is no angel. Once in a while he smokes in the bathrooms and gets a little angry. He's got a flaming temper like his mother. But some of these teachers pick on him - tell him they're sending him back to special education. Frank tells us that the work in the EMR room is babyish and he wants some real high school work to do. Frank's scared he'll be sent back to special class full time.

I mean really -- in this day and age of men on the moon why can't these teachers get to Frank, talk with him, use the right stuff and get him interested enough in learning. I know myself that I would have dropped out of high school if one teacher hadn't taken time to talk to me -- to believe in me. And back then teachers weren't in unions making big money. Back then they cared about kids more than they do now. The problem is a little bit Frank but a lot the school.

VOCATIONAL EDUCATION GUIDANCE COUNSELOR

I am the voc-ed guidance person at Crescent Point and it is my responsibility to counsel students as to appropriate avenues of employment and skill training for their post high school experiences.

Frank West is a real problem in this area. Since he is not yet 16 years old, I cannot place him in a full time work study program and from our previous conversations, I don't believe that he would go out on work-study anyway. He says he wants to learn to read and then go into the army when he graduates. I assured him that those are fine aspirations but that he will have to learn to behave in school before he has a chance at graduating.

During our last conversation, Frank complained that two of his teachers are "out to get him" and when he called them a highly obscene name, I had him suspended from school. I told him that adults will not stand for talk like that and he had better learn fast if he wants to get ahead in this world.

I have been meeting with Frank on an informal basis,usually once a week. These meetings take place when he has been dismissed from a class and is awaiting a conference with the principal. Naturally, Frank is not in the best of spirits at these times so I try to calm him down. On one occasion he wiped away tears because this was to be his third demerit and he would be suspended again. It is sad to see a young boy with so many strikes against him. He comes from a "poor" home, where there is little motivation toward school, he is in a special class where some of the kids are really retarded and limited, and he has a short fuse that continually gets him in trouble. I'd be willing to work with the boy if he'd come half way. I see other children who at least make an attempt to clean up their language and try to listen and behave. But Frank can't seem to conform. I would rather spend my time working with students who appreciate my efforts.

MATH TEACHER

I am glad that I was invited to this meeting. I understand that the special education people are required to write an Individual Education Plan (IEP) on each special student to assure that each child is placed properly. And that is exactly why I am here. I want to say, for the record, that Frank West is inappropriately placed in my math class.

When I spoke to Frank's special class teacher I made it clear that I was willing to experiment with Frank. I'd seen him around -- a sort of surley, withdrawn kid -- but he didn't look as retarded as the others in that class. His teacher said that Frank was ready to do more math work and she told me that he could add, subtract, multiply, and divide and that he had a good understanding of multiple operations. Well, the kids in my class, which is business and shop math, can do about that much. Frankly some do much less but I figured that Frank would fit right in.

Well, his teacher was right. Frank has all of the operations down but the kid can't reach much beyond a second grade level! What that means is he can't follow directions in his math book when I assign a page, and he can't read any of the word problems, banking directions, puzzles, or anything else. And, to top it all off, his penmanship is horrendous! He can barely do any cursive writing.

I sympathize with the special ed teacher's situation here. The pendulum swings again and now we're turning handsprings trying to include the slower kids in the "mainstream." I think it's a fine idea for those who can do the work. But I have 18 other kids in Frank's math class and I can't spend all my time with him. He knows he's below average. Don't make it worse on Frank by keeping him in my room. Put him back where he belongs.

MONEY AND BANKING TEST I

1. The _____ is the best place to keep your money.

bed bank shoe box

2. At the bank you can have a checking account and a _____ account.

holding savings safe

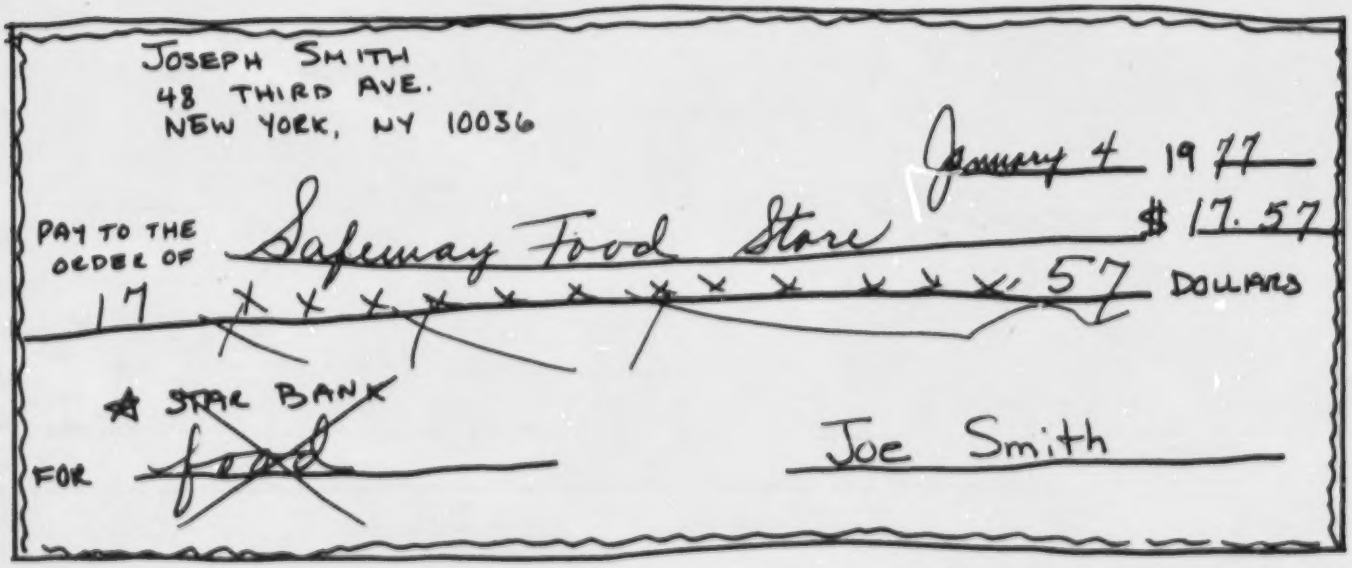
3. When you write out a check, you should always Frank your name.

sign print type

4. If you have some extra money, it is best to put it in the bank account because you will get extra interest money.

savings checking blue

5. Look at the check below. Put an X on the places where the check is made out wrong.



Name Frankie Wead Date Janu

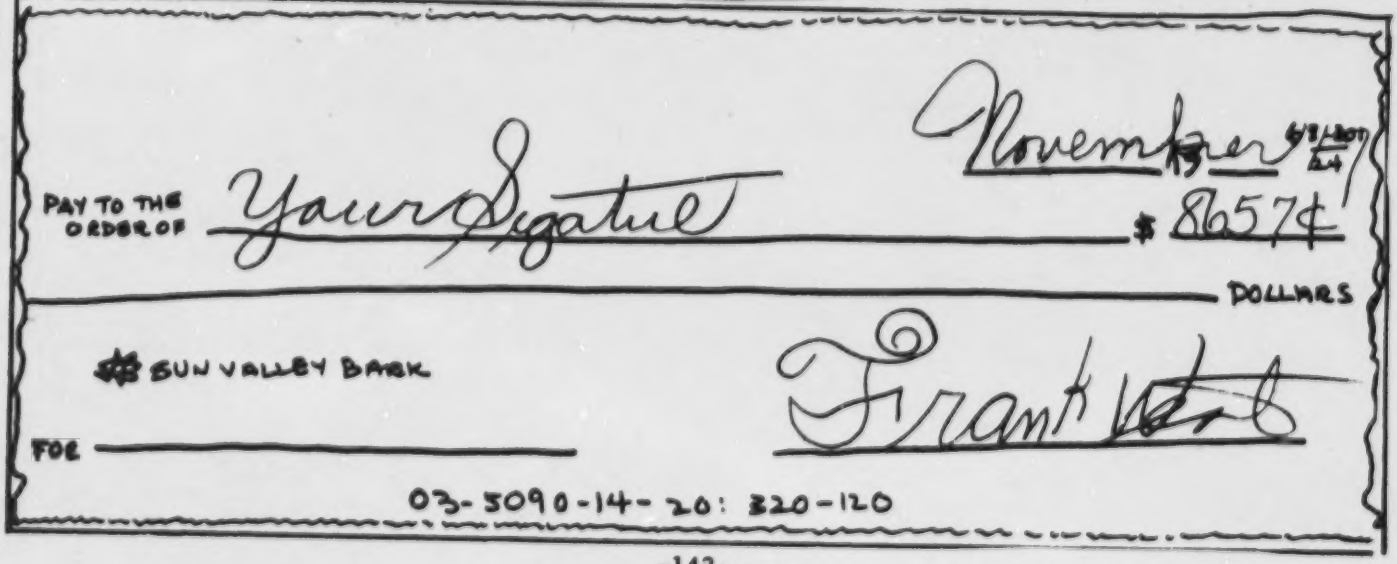
Work Sheet II

Money and Banking

There are 6 things you need to do when you write a check.

Look at the list. Then put the right item on the check.

2 speakers
86. 57
November 17, 77
AFCO Stereo Company
Your Signature
Eighty six dollars and 57/100



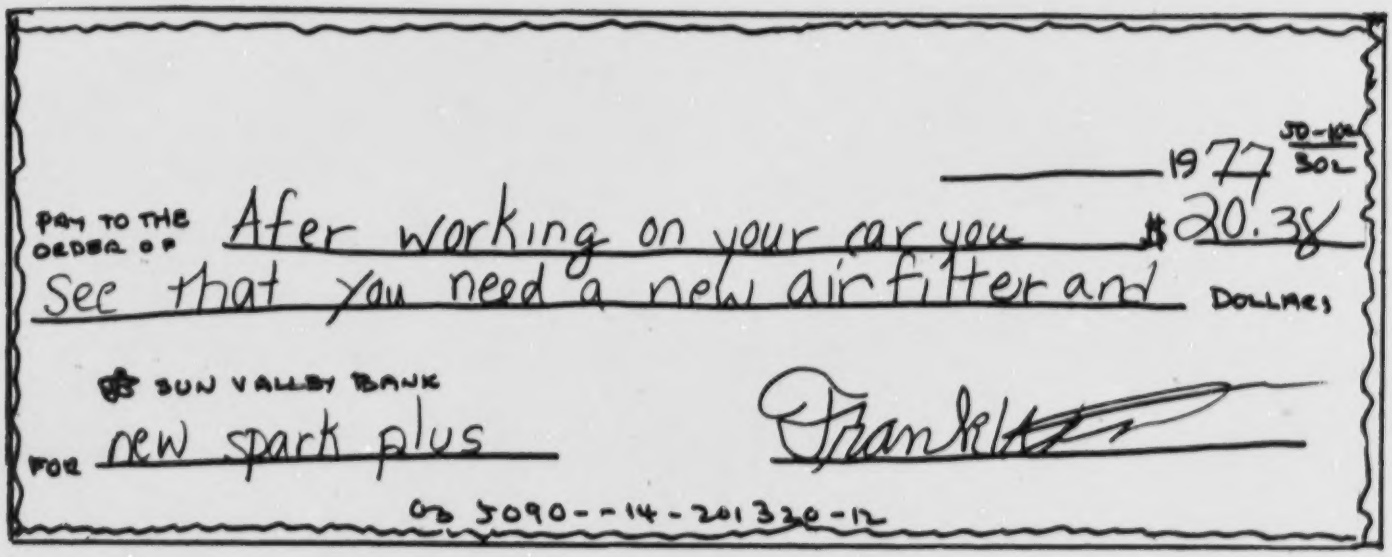
Work Sheet III

Money And Banking

After working on your car you see that you need a new air filter and new spark plugs.

You go to Rich's Auto Store and get what you need.

Your bill is $20.38. Write out the check below.



SHOP TEACHER

I am the industrial arts teacher at Crescent Point High School. I've been here for 12 years and I teach basic manual training, metal and automotive shop. I have had Frank in my classes all three years.

Kids, they're all the same to me. Special ed kid, slow learner, tough guy, you name it. We set up the rules right away and none of them give me any major trouble or back talk.

Now, we all know that the kids who take the entire sequence of Industrial Arts courses are not your college bound, upper middle class kids. The kids I teach are the potential drop outs, blue collar and military material. I teach them to work quickly, efficiently, to get the job done on time and to obey orders -- all the skills they'll need to hold down a job later on.

Frank West is good with his hands but I don't subscribe to the old theory that if a kid doesn't have it with his head, he's a wiz at manual arts. No, a student who is weak in some areas is usually weak in all areas -- and West is no exception.

He follows directions well enough but I always pair him up with one of the better readers in the group. West can barely read but he pays attention and gets his jobs finished. I do some basic reading with the guys who can't read. I go over new words that apply to each project and have the kids read, write and spell each one before they begin a new project. West learns the words well enough, will get them on paper into sentences, if he feels like it, and remembers them pretty well. The boy can really do it if he tries.

But I can't hold up the whole class for the few who have special problems and when West gets behind he's not the kind of kid you're dying to help. He gets mean. I caught him smoking in the auto body shop (he was trying to avoid a difficult assignment) and I explained that I'd have to turn him in. He cussed something fierce and slammed a

hammer into a pile of metal scraps. When he's angry he mutters under his breath - he wouldn't dare talk to me that way out loud - and he is a very difficult kid to get along with.

I'm not suggesting that he be removed from shop. No., he needs the mechanical skills so he won't end up on welfare, leeching off the taxpayer's money. But there's a lot of water gone under the dam. He's not a kid I particularly want to work with but he should graduate from high school. If he'd quit fooling around and change his attitude he could make it.

INDIVIDUAL EDUCATION PROGRAM

Child's Name Frank West Date Referred To Committee March 2

School Crescent Point High School

SUMMARY OF PRESENT LEVELS OF PERFORMANCE

Frank wants to stay in school. He recognizes that his reading ability is low and he wants to learn to read. Teacher observations and test scores indicate that he has a basic understanding of the concepts and operations of fundamental mathematics. He has the ability to follow through on assignments which interest him. He experiences the most difficulty when he is asked to do school work which he doesn't understand or is presently incapable of doing. He is extremely unhappy in the self-contained classroom and does not associate with his classmates. He looked forward to being placed in a "regular" classroom but he has trouble controlling his anger when he can't do the required work. He does independent reading (e.g. newspapers and sports books). Teachers and school personnel often view his behavior as innappropriate for school. This has resulted in numerous suspensions.

PRIORITIZED LONG-TERM GOALS

(1) Frank will improve in his reading ability

(2) Frank will experience success in the regular classroom.

(3) Frank will be given the opportunity to explore a range of career alternatives.

(4) Frank will develop positive relationships with peers and teachers.

(5) Frank will become more of a participant and less of a spectator in areas of interest.

SHORT-TERM OBJECTIVES	SPECIAL EDUCATION & RELATED SERVICES	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
(1) Design a reading program building on Frank's areas of interest:				
A. Develop sightword vocabulary builders using the newspaper and sports books OBJECTIVE: improve Frank's sight word vocabulary by 25%	EMR teacher/support from remedial reading teacher/supplemental materials	EMR teacher	March 7 June 1	May 1
B. Using math word problems designed to incorporate new vocabulary words. Frank will improve in his ability to deal with math word problems.	EMR teacher/supplemental materials	math teacher	March 7 June 1	May 1
C. An independent reading list based on occupational opportunities will be developed- Frank will read and discuss such materials.				
D. Frank will be encouraged to report on independent reading to his teacher-later to his peers	EMR teacher	EMR teacher	March 15 JUNE 1	May 15
(2) Frank will remain in the regular math class.				
A. Teacher will design sequential math materials building on Frank's strengths OBJECTIVE: Frank will experience acaedmic success.	math teacher/ math supervisor	math teacher	March 7 June 1	May 15

SHORT-TERM OBJECTIVES	SPECIAL EDUCATION & RELATED SERVICES	PERSON RESPONSIBLE	BEGINNING AND ENDING DATES	REVIEW DATE
B. Shop teacher will design math problems in that content area. Frank will be allowed to experience finishing a project from the conceptual stage through completion.		shop teacher	March 7 June 1	May 15
C. Frank will be enrolled in an intramural or PE program	P.E.	P.E. instructor	March 7 June 1	May 15
(3) Frank will spend two hours per week for three weeks with the vocational counselor discussing his readings in job opportunities.	EMR teacher	vocational counselor	March 30 June 1	April 20
(4) Frank will assume increasing amounts of responsibility for his own learning as evidenced by his willingness to complete required projects and seeking help from teachers.	EMR teachers	all of Frank's teachers	March 7 June 1	May 15

PLACEMENT DECISIONS

Frank will remain in EMR class for reading and language arts. He will attend a regular math class, shop class, and be enrolled in a P.E. class.

PERCENT OF TIME IN REGULAR CLASSROOM

50%

FOR THE COMMITTEE RECOMMENDATIONS FOR SPECIFIC PROCEDURES/TECHNIQUES, MATERIALS, INFORMATION ABOUT LEARNING STYPE, ETC.

Frank's basic strength lies in the fact that he recognizes his weakness in reading and that he wants to stay in school. It is extremely important that he be allowed to experience success in an academic setting.

CRITERIA FOR EVALUATION OF ANNUAL GOALS

(1) Reading and math will be evaluated as the basis of teacher test and standardized test.
(2) Social behavior will be based on staff observations and Frank's observations as well as suspensions.
(3) Relations with teachers and peers (most likely dependent upon academic success) will be based on observations.

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COMMITTEE MEMBERS PRESENT

DATES OF MEETINGS

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APPENDIX F - SAMPLE EVALUATION FORMS

PROGRESS CHECK 1

OBJECTIVE
Understand Workshop Objectives

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY
Presentation

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE
Understand the interpretation of specific provisions of P.L. 94-142 that pertain to IEP

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY
Media presentation and discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE
Understand the elements of IEP

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY
Media presentation and discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

PROGRESS CHECK 1 (continued)

OBJECTIVE

Understand the uses of the resource manual

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY

Presentation and discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Develop skills in writing statements of educational performance, long-term goals and short-term objectives

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY

Individual writing of statements of performance, goals, and objectives from supplied data

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

PROGRESS CHECK 2

OBJECTIVE

Understand the simulation procedure and process

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY

Presentation and discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Understand the process of developing an IEP

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY

- Divide into groups
- Pass out data
- Determine roles
- Read data
- Organize committee
- Write IEP

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

PROGRESS CHECK 3

OBJECTIVE
Understand objectives for the day

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY
Presentation and discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE
Critique IEPs and the IEP process

WAS THE OBJECTIVE ACHIEVED? YES___ NO___

ACTIVITY
Discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___ NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

PROGRESS CHECK 4

OBJECTIVE

Develop an appropriate IEP

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY

- Divide into groups
- Pass out data
- Determine roles
- Read data
- Organize data
- Write IEP

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Critique IEPs and discuss implications for school systems

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY

Discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Identify implications for trainers in planning, conducting and evaluating workshops

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY

Discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVES?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

I E P WORKSHOP EVALUATION

1.	The organization of the workshop was:	Excellent	7	6	5	4	3	2	1	Poor
2.	The work of the consultant(s) was:	Excellent	7	6	5	4	3	2	1	Poor
3.	The ideas and activities presented were:	Very Interesting	7	6	5	4	3	2	1	Dull
4.	The scope (coverage) was:	Very Adequate	7	6	5	4	3	2	1	Inadequate
5.	My expectations for this workshop were:	High	7	6	5	4	3	2	1	Low
6.	I consider the value of this workshop to be:	High	7	6	5	4	3	2	1	Low

7. My purpose for attendance at this workshop was: _____

_____

_____

_____

_____

8. Should anything be done differently at future workshops?

   If yes, please specify: _____

_____

_____

_____

_____

9. The first "official" action I will take as a result of this workshop will be: _____

_____

_____

_____

_____

PROGRESS CHECK LIST
CONCLUSION

I FEEL AS THOUGH I NEED ADDITIONAL INFORMATION ON: